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OF

Education in Upper Canada,

FROM THE PASSING OF THE

CONSTITUTIONAL ACT OF 1791

TO THE

CLOSE OF THE REVEREND DOCTOR RYERSON'S ADMINISTRATION OF THE EDUCATION DEPARTMENT IN 1876

VOL. XX., 1867-1869.

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE MINISTER OF EDUCATION.

BY

J. GEORGE HODGINS, I.S.O., M.A., LL.D.

OF OSGOODE HALL, BARRISTER-AT-LAW, EX-DEPUTY MINISTER OF EDUCATION; HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.

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PREFATORY NOTE TO THE TWENTIETH VOLUME.

Among the more important subjects discussed and recorded in this Volume is the one which deals with the educational features of the Confederation Act of 1867, and embodies the legal opinion as to the practical operation of these educational provisions of that Act in the new Province of Ontario. By way of anticipating the future, I have added the recent Privy Council decision on the Appeal of the Christian Brothers as to their legal standing as Separate School Teachers.

Another question which excited the greatest attention and interest on the part of the various Religious Communities in the Province was the withdrawal of the usual Parliamentary Grant, which for so many years had been given to the Denominational Colleges. The view taken by the Representatives of these Colleges, and strongly expressed, was, in effect, that it was a breach of faith on the part of the Legislature to take away these Grants which had practically been guaranteed to them by the Dominion Parliament in the passage by it of the University Act of 1853. That Act specifically provided that the surplus of the University Endowment Fund, after defraying all the expenses of the University of Toronto and University College, should be devoted to the extension of Collegiate Education in the Province. As a matter of fact, whatever surplus was available was otherwise disposed of, part of it being devoted to the payment of the expenses of the Upper Canada College and the balance was added to the University Fund, and not a dollar of it was devoted to the object specified in the Act. The Representatives of the outlying Colleges who took part in the discussion of the subject was the present Chancellor of Victoria University, the President of Queen's University, the then President of Albert College, the Reverend Doctor Punshon and the Reverend Doctor Ryerson. They addressed a very strong appeal to the Dominion Government to make good their losses, and to provide a permanent Fund for distribution among the Colleges on an equitable principle, to be embodied in a Statute prepared for that purpose.

The Authorities of these Colleges also agreed upon a carefully prepared University Bill, in which they embodied what they held to be the "True Principles upon which a Comprehensive System of National Education should be Founded."

The question of providing a practical scheme for dealing with the question of Vagrant Children and Street Arabs in the Cities and chief Towns of the Province occupied a large share of public attention, especially on the part of those philanthropic Citizens who always take an active interest in humane work. The remedy proposed was the establishment of Industrial Day Schools in the principal Cities of the Province. In connection with this subject that of Compulsory Education and the kindred subject of Vagrant Children and Juvenile Crime, were freely discussed at Public Meetings, and by the Teachers' Association. Archbishop Lynch took an active part in discussing the counterpart, or other side, of this question, that of caring for the "good and industrious Boys" in the Cities and larger Towns.

In order to give emphasis to the movement on this subject, a strongly worded Petition was presented to the House of Assembly, signed by six of the Judges, a number of the leading Lawyers, Senators and prominent Citizens, praying that steps be taken to deal specifically and practically with this troublesome and pressing question.

An elaborate Report, chiefly historical in its character, strongly objecting to the mode of the establishment of Upper Canada College, was prepared and published in pamphlet form by a Committee of the Grammar School Masters' Association. It attracted a good deal of attention educationally and a number of petitions favouring its views against the continuation of the College were presented to the Legislature. This led to the appointment of a Select Committee of the House of Assembly to inquire into the matter. The subject was largely discussed before this Committee, and the then Principal of the College took an active part in reply to the allegations in the Report, and in refuting some of the statements contained in it.

The subject of Grammar and Common School legislation occupied a good deal of attention on the part of the House of Assembly, as also did the Drafts of Bills relating to both kinds of Schools, which had been prepared by Doctor Ryerson. After duly considering them, it was deemed prudent to defer action on them until the next Session of the Legislature.

One interesting feature of the year's educational proceedings, as recorded in this Volume, is the highly appreciative Review of the Reverend Commissioner Fraser's Report on the School System of Upper Canada by the London *Times* and also its equally appreciative review of Doctor Ryerson's elaborate Report on the School Systems of Europe and the United States.

Toronto, 9th November, 1907. J. GEORGE HODGINS,
Historiographer to the Education
Department of Ontario.

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CHAPTER I.

VISIT TO ENGLAND TO MAKE BETTER TERMS WITH PUBLISHERS AND TO PROCURE OBJECTS OF ART FOR THE MUSEUM.

As arranged by Doctor Ryerson, I left Canada for England early in July, 1867, with a view to revise our Depository terms with Publishers, and also to obtain Objects of interest and of Art for our Educational Museum. Soon after my arrival in England, I received the following Letter from Doctor Ryerson:—

I. Doctor Ryerson to J. George Hodgins.

The Reverend W. M. Punshon, A.M., 3 Redland Villas, Bristol, is coming out to Canada in October with his family. He has addressed me several inquiries, which I answer by this mail; but I wrote to tell him who you were, what your address was, and that you could give him every needful information, and suggestion as to his best mode of proceeding. I told him I would write to you, and request you to give him every information in your power that he might desire.

All things go on as usual in the Office. The Premiers of both Governments were anxious that I should do something to assist in placing the system of Government upon the right foundation in our new Civil State. But before communicating with them, I determined to write boldly an Address to the People. They were delighted when they learned my determination, after I had written about half my Address. Its title is "The New Dominion of Canada: Dangers and Duties of the People in Regard to the Government."

It will, of course, draw upon me a great deal of abuse. But I have counted the cost, and thought that I ought to risk the certainty of the abuse, under the circumstances. I think a reaction is already beginning. I have thought it my duty to make one more special effort in my appeal in regard to the just and right principles of Government, to save the Country from future wretchedness, mismanagement of public affairs, if not worse, whatever it might cost me.

Hoping that you may in all things be successful, and safely return.

I am now quite alone, beginning to write my Annual and Special Reports. I am wonderfully well; but I take some exercise every day, and do not work long at a time.

Toronto, August 1st, 1867. Egerton Ryerson.

(Note. As I progressed in my work, and discussed matters with the Publishers, I reported progress from time to time to Doctor Ryerson, intending to make a formal Report to him on the whole subject after I had completed my arrangements with the Publishers, and had made such purchases for the Museum as I thought might be desirable.)

J. G. H.

II. J. George Hodgins to the Reverend Doctor Ryerson.

I have as yet made no purchases for the Museum, but I have spent a good deal of time in making inquiries and looking for things suitable for both our Museum and the Depository. I shall, I think, be able to arrange things satisfactory; but it requires a

Person to be actually on the spot, and to deliberate before deciding what is best to be done.

I find London has greatly changed, and in business matters quite keeps pace with its onward progress. I can plainly see how important it is for us to keep in touch with the London market and London business ideas, if we hope to keep in the van with our Educational Depository and Museum. The South Kensington Museum is a perfect marvel, and, in its new quarters, it is palatial. I have gone carefully over some of the Bronze Electrotypes there, and think I can make a small and appropriate selection at a moderate cost. The Historical Photographs of eminent British personages I have gone over two or three times, and think I can pick them out, (from duplicates and triplicates, and also others of less important personages,) thus making a choice selection for our Museum. In Plaster Casts and Busts, I can do the same. I will try and exercise caution; but it requires, as I said before, great deliberation and care.

I expect to visit the Paris Exhibition before I write again.

London, August 8th, 1867. J. George Hodgins.

III. J. George Hodgins to the Reverend Doctor Ryerson.

I was very glad to get your welcome Letter of the 31st ultimo, just before I left Paris. I spent one whole day and part of two other days at the Exhibition. I have thoroughly examined it, with a view to get some things of interest and value from it, for our Museum and Depository. I have, however, confined my selection to Educational Instruments, Apparatus and Illustrations. I was not at all satisfied with the Canadian Department, as a whole. I think it could have been made much more effective in its "setting."

Since my return here I have been busy late and early; but the ground to be gone over, in looking at things, and in examining and comparing, is very great and makes it tedious, as I am anxious to make as thorough a search for suitable things as I can. I can find one thing here, and another thing there, but few things together in one place.

London, 21st August, 1867. J. George Hodgins.

IV. Doctor Ryerson to J. George Hodgins.

I quite sympathize with you in your anxiety in making the selection of objects for the Museum. To decide what to select, and what to reject, among so many objects, and with small means, is very perplexing indeed. I could do it twenty years ago, but I seem to be unfit for it at present.

Mr. James Campbell has made a liberal offer in regard to the Readers. He proposes to leave the publication of them open to all Printers throughout the Dominion, without charge, or hindrance. Doctor Sangster, after examining them after revision, reports rather favourable on them.

I hope you will see and arrange to get copies of illustrations for School Books, that we may be able to procure them for the Readers with the least possible delay.

Wishing you every possible happiness and success.

Toronto, August 22nd, 1867. Egerton Ryerson.

V. J. George Hodgins to the Reverend Doctor Ryerson.

I have made a few purchases for our Museum, some Busts of noted men, and specimens of Assyrian and Egyptian Statuary, like those in the British Museum; also some Models of English School Furniture, some Shells, (typical,) a few specimens of Greek and Roman Antiquities, (very select and limited in extent,) and some other things. I am up every Morning between five and six, and work till nearly twelve at night. You know, by experience, how time goes in London, places are so far apart,

and delays occur, independently of the time spent in inquiring into and comparing things, and in going to look at them. With the Booksellers, I have had more, or less, difficulty in getting as good terms as I would like. From their two Letters enclosed, you will see that I have got 2½% extra discount in one case, and 5% in the other. I am more than gratified that I have come over here on behalf of the Department. There are so many things suitable for us which I see, but which requires time and trouble to seek out personally. I have found out many things in London business matters that I have learned, so that I hope we shall be able to turn this visit to account. All parties unite in saying that it requires constant acquaintance with the London Market to carry out one's business arrangements successfully, and that all men in business make it a point to come here frequently with that view. I can well understand now the reason and the necessity for doing so.

I enclose replies to my letters from the South Kensington and the British Museums.

London, August 28th, 1867. J. George Hodgins.

VI. J. George Hodgins to the Reverend Doctor Ryerson.

To-day I received your Letter of the 22nd ultimo. And now write enclosing other Letters in reply to mine. From them you will see that I have, at length, succeeded in getting five per cent. extra discount from two of our largest Publishers. From the others, 1%, or 2½% extra is all I shall be able to get, but, in the aggregate, it will effect quite a saving. I enclose some Bills of things, which I have purchased, for the Museum.

I do not get on as fast as I would wish; but I am trying to go well over the ground. Business is a good deal classified in London. One man keeps to one specialty, and another to another, and to combine them takes time.

I went up to the Christian Knowledge Society to-day to inquire about the wood cuts for the Readers. The Illustrations in the Books, which the Society publishes, and which are adapted to our wants, are owned by a Deaf and Dumb Institution. We shall have not difficulty in getting them when it is known what ones are wanted.

London, September 4th, 1867. J. George Hodgins.

VII. J. George Hodgins to the Reverend Doctor Ryerson.

Enclosed I send you several Letters which I have received from Publishers, putting in a definite shape their final arrangements with me. I wish you would just look over each one, so as to satisfy yourself with the result. I think if you approve of it, we might announce it in the Journal of Education, that, in consequence of the better terms which we have been able to make in Britain, we would be prepared to reduce the price of Prize and Library Books from seven and half to ten per cent. below the now published prices in our Catalogue. In that way, the Public would get the benefit directly of our new and more satisfactory terms made here.

I have been incessantly busy for the last ten days and even nights. I write at night and call at various places in the day. I was up all day at the South Kensington Museum selecting Historical Photographs, etcetera, and in getting printed "Labels" so as to aid in the future formation of a miniature "food collection" like what is here. It is indeed a most interesting collection.

I am arranging to get, at some future time, Models of Ships and Boats, etcetera. In fact I am "spying out the Land" with an eye to further selections on behalf of our Museum.

London, September 11th, 1867. J. George Hodgins.

IX. J. George Hodgins to the Reverend Doctor Ryerson.

Enclosed I send you another batch of "terms" with Publishers, and Letters. I am still getting on very well with them and others.

To-day I made some more selections at the South Kensington Museum.

I went up to Windsor early in the Morning, and down to Woolwich in the Afternoon and Evening. It usually take two days to make this visit, but I could not spare the time. To-morrow at twelve I am going with the Reverend Doctor Macnab to call on our Canadian Bishops, of Huron, Ontario and Niagara, who are here. I hope too, on Saturday afternoon to hear the Bishop of London preach. Saturday is not a business day after two o'clock, so that I can devote it to special objects.

I have got quite accustomed to London now, and will feel sorry to leave my old haunts of the "Strand," and "Charing Cross." The business men of London seem to make business a real pursuit and bend all their energies to it. It is amusing and instructive to note the various types of these men which you meet. Some are very pleasant to do business with; some very mean, others selfish, hard and grasping, but, with all of them, there is nothing like personal contact. One, or two, Houses I have been with three, or four, times, and have squeezed a little out of them at last. I tell them we wish, and must have variety and excellence; but it must rest with them, after they hear my statements and explanations, to consider their own interests, in giving me the best export terms they can. In this way I find I get on well with them.

London, September 13th, 1867. J. George Hodgins.

X. Doctor Ryerson to J. George Hodgins.

I have just received your note of the 23rd ultimo, and I am extremely happy to learn of your success and speed. I think you had better come home to Canada first and see your Family, and then make the American Purchases. Your coming too, may facilitate, rather than retard, these purchases.

Toronto, October 8th, 1867. Egerton Ryerson.

Note. On receiving this Letter, I made arrangements to return direct to Canada, and, as Doctor Ryerson suggested, did not proceed to make any arrangements with the United States Publishers until afterwards.

On my return home, I prepared a full Report of all the arrangements which I was able to make with the English Publishers. I also prepared a statement of the Objects of Art which I had purchased in London and Paris for our Educational Museum, with a list in detail of what I had purchased there.

CHAPTER II.

REPORTS TO THE CHIEF SUPERINTENDENT OF EDUCATION BY THE DEPUTY SUPERINTENDENT, IN REGARD TO THE DEPOSITORY AND MUSEUM, 1867.

I. Doctor Ryerson in Regard to the Revision of Terms with English Publishers of Books and School Requisites.

During the year, I felt that the arrangements for obtaining supplies of Prize and Library Books should be revised and extended. This could only be done by personal selections and by communications with the parties concerned. For these purposes, I requested Mr. J. G. Hodgins, Deputy Superintendent, (who has had for years almost the entire charge of this branch of the Department), to proceed to England and to visit the Exhibition at Paris. The Report of his proceedings, I append as follows,—illustrating, as it does, his vigilance and efficiency in whatever he undertakes, as well as the value of his labours on this occasion:—

Report to the Chief Superintendent of Education on the Arrangements made in England for the Supply of Books and School Requisites; by the Deputy Superintendent.

A number of years having elapsed since arrangements were personally made with Publishers in England, for a supply of our Public Schools with Books, Maps, Charts and Apparatus, it was deemed advisable to revise these arrangements in England, as we had frequently done in the United States), and to largely extend our facilities of supply from that quarter. This was the more necessary, since the prices of American Books had so greatly increased during the last four years. Agreeably, therefore, to your instructions, I left for England for this purpose on the 1st of last July. I now proceed to report to you my arrangements with the English Publishers.

Soon after my arrival in England, I prepared a Circular to all of the Publishers, who had hitherto supplied us with Books, etcetera, and to various others, who had recently gone into business in London, and in Edinburgh. In this Circular I explained the object of my visit, wished the Publishers to state their lowest terms, and intimated my intention of calling upon them personally, to confer upon the subject of Revised Terms, the extent of our orders, etcetera. In reply to this Circular I found that none of our old Publishers were disposed to offer better terms than I had been enabled to make with them some years ago. The new Publishers, too, were as little disposed as the old ones to offer more than the usual Trade Terms to Exporters. As it took some little time to send out and receive replies to this Circular, I devoted the intermediate time to enquiries in London and Paris for objects suitable for our Educational Museum, to which I shall hereafter refer.

With several of the Publishers I had some little difficulty, when I first called, to induce them to modify their terms. They alleged that they had already given us their best export terms for cash. After sundry conferences and explanations, they were at length induced, with two, or three, exceptions, to agree to an additional discount for cash of 2½, 5, 7½, or 10 per cent., (as the case might be), over and above their former rates of discount to the Department. Five per cent. was the average additional discount which I was thus enabled to secure for the Department, together with the advantage, in most cases, as heretofore, of the odd books, videlicet:—7 as 6½, 13 as 12, or 25 as 24. This additional discount will be quite sufficient to pay the Customs Duty, which has recently been imposed upon Books coming into the Province, and thus enable the Department to supply the Schools with a very greatly increased variety of Books at the old rates, videlicet:—on an average of currency for sterling pieces (*i. e.* 20 cts. for the shilling sterling).

There were two principal classes of Publishers with which I had to do, (with many shades between them). The one class generally regarded their Books as so much merchandise, out of which they were determined to make as much profit as possible, without much reference to the price, or quality, of their publications. The other class were Book publishers, *con amore*, who were generally particular as to the character of the Books issued by them, and, in proportion to the excellence of their publications, they were anxious for their general diffusion, especially among Schools. With this latter class I had in most cases, on giving explanations, little, or no, difficulty in coming to terms, but with the former, the objects I had in view possessed little interest to them, and being chiefly wealthy firms, having a large sale for their publications in Britain, they were not inclined to give the export trade to Canada any very special encouragement, or advantage.

Apart from these personal characteristics of individual Publishers, the publishing trade of Britain seems to have divided itself into two great branches, 1st, the Publishers of miscellaneous Books of all kinds,—the copyright of which has either expired, or has never existed in England; and 2nd, those who chiefly confined themselves to the publication of copyright Books. There are several intermediate degrees between these two main divisions; but they can be generally classified under either head. With the former class, who had little, or no, copyright to pay, I was enabled, with one, or two, exceptions to make highly advantageous terms; with the latter, who had copyright to pay on nearly every one of their Books, I did not, of course, expect to do as well. There were, however, some gratifying exceptions; while the freshness, originality and excellence of their publications quite made up for the difference in the cost of their Books.

Without giving in this Report the specific terms, which I was enabled, on behalf of the Department, to make with the various Publishers, (most of them being special and confidential), I think it but justice to those who acted liberally to our Public Schools to classify them as follows:—

FIRST-CLASS.—THOSE GIVING THE BEST TERMS.*

1. Messieurs Wm. Blackwood and Sons	Chiefly Copyright Publishers.
2. Religious Tract Society.	Chiefly Copyright, but to some extent supported by voluntary contributions.
3. Christian Knowledge Society.	
4. The Book Society.	
5. Mr. William P. Nimmo.	Chiefly Miscellaneous Publishers.
6. Messieurs George Routledge and Sons.	
7. Messieurs Frederick Warne and Company.	
8. Messieurs Cassell, Petter and Galpin.	
9. Messieurs Alexander Hislop and Company.	
10. Messieurs Charles Griffin and Company.	
11. Messieurs William Oliphant and Company.	
12. Messieurs W. and A. K. Johnston.	Map Publishers.
13. Messieurs William Smith and Sons.	
14. Messieurs George Philip and Sons.	

SECOND-CLASS.—THOSE GIVING MORE OR LESS LIBERAL TRADE TERMS.

15. Messieurs Sampson Low, Son and Company.	—Miscellaneous and Copyright Publishers.
16. Messieurs Johnston, Hunter and Company.	Chiefly Miscellaneous Publishers.
17. Messieurs J. Hogg and Sons.	
18. Messieurs Gall and Inglis.	
19. Messieurs Thomas Nelson and Sons.	

* This list, of course, comprises only the names of the English Publishers from whom the Department obtains a supply of Prize and Library Books, etcetera. The American list it is not necessary to give in this report.

20. Messieurs W. and R. Chambers.	Miscellaneous and Copyright Publishers ; Chiefly Miscellaneous Publishers.
21. Messieurs Seeley, Jackson and Halliday.	
22. Messieurs Bell and Daldy.	
23. Messieurs Griffith and Farran.	
24. Messieurs Groombridge and Sons.	
25. Messieurs Houlston and Wright.	
26. Messieurs Jackson, Walford and Hodder.	Miscellaneous and Copyright Publishers.
27. Messieurs Morgan and Chase.	
28. Mr. S. W. Partridge.	
29. Messieurs A. Strachan and Company.	
30. Messieurs John Snow and Company.	
31. Messieurs William Tegg and Company.	Chiefly Miscellaneous Publishers.
32. Messieurs Ward and Lock.	
33. Wesleyan Conference Office.	Miscellaneous and Copyright lishers.
34. Messieurs Jarrold and Sons.	
35. Messieurs James Blackwood and Company.	Chiefly Miscellaneous Publishers.
36. Messieurs Milner and Sowerby.	
37. Messieurs Lockwood and Company.	Miscellaneous and Copyright Publishers.
38. Messieurs A. and C. Black.	

39. Messieurs Burns, Oates and Lambert—Roman Catholic Publishers—with whom I made arrangements for the English supply of Roman Catholic Separate School Prize and Library Books.

THIRD CLASS.—CHIEFLY GIVING TRADE TERMS.

40. Mr. W. W. Gardner.	Chiefly Copyright Publishers.
41. Mr. William Mackintosh.	
42. Messieurs Oliver and Boyd.	
43. Mr. J. Walton.	
44. Messieurs Macmillan and Company.	
45. Messieurs Marshall and Laurie.	
46. Mr. J. Murray.	
47. Messieurs Longman and Company.	

I was further enabled to conclude most satisfactory arrangements, chiefly through the intervention of our attentive and obliging London Agent and Shipper—(Mr. A. F. Potter, formerly of Toronto,) with the makers of Philosophical and Chemical Apparatus, etcetera, as well as with the manufacturers of Twine, Writing and Wrapping Papers, Envelopes, etcetera, of which we use large quantities in the year.

TORONTO, October, 1867. J. GEORGE HODGINS.

II. REPORT ON THE PURCHASE OF OBJECTS OF ART FOR THE EDUCATIONAL MUSEUM.

While in England and France in the early part of 1867, the Chief Superintendent saw a great many things which he felt would be very appropriate for our Provincial Museum, especially a variety of objects of Art which were in the Paris Exhibition of that year, but which could not be obtained until the close of the Exhibition in the Autumn; he decided, therefore, that, on his return to Canada, he would send me to England and France with a view to make such selections of those things which he had seen, as well as other objects of Art, to be selected at my discretion, which I might deem to be

suitable for the Museum. Having completed the necessary selections and purchases for the Museum I made the following Report to the Chief Superintendent on the subject:—

In order to obtain the various Objects of Art desired for our Educational Museum, I confined myself chiefly to three sources of supply, (1), the British Museum, (2), the South Kensington Museum of Science and Art, and (3), the French Exhibition at Paris. Several minor collections were also examined, and many useful and interesting Objects procured from them, or from private parties.

As already intimated, I devoted several days to a careful examination of the various Objects of Art, Models and Apparatus in the Paris Exhibition. Those which I deemed most suited to our purpose, and which I procured, may be grouped under the following heads. A detail of them will be found at the end of this Report.

I. Models of School Furniture and School Requisites.

II. Scientific Models, Photographs, etcetera.

III. Specimens of Natural History.

Of these articles I procured all that were for sale, and left orders for several others, not then available. Many of the most interesting and striking of the Objects selected could not, I regret to say, be procured on any terms—they being either single models made for the Exhibition, or for private parties. I was thus unable to procure one-fourth of the articles which I had selected, which accounts for the shortness of the list of articles procured from Paris.

In the British Museum and in the South Kensington Museum of Science and Art, I found many things of great interest and value for our collection. I had, however, to content myself with making a small, but, I trust as, interesting and varied a selection as the means at my disposal would allow. As some of these articles are of special interest, I will briefly refer to them as follows:—

1.—Assyrian and Egyptian Sculptures.

Of the exceedingly valuable collection of Sculptures with which Mr. Layard's Explorations at Nineveh have enriched the British Museum, I was enabled to make choice of several of the most interesting casts contained in the Museum. This selection includes, I. A collossal, Human headed, winged Bull; II. A four winged Figure with mace; III. Slabs representing (1), Sardanapalus I., with winged Human Figure and Offerings, (2), the Eagle headed Deity, (Nisroch), with mystic Offerings, beside the Sacred Tree, (3), an attendant, (Eunuch), with Bow and Arrows, etcetera, (4), Sardanapalus and Army besieging a City, (5), a royal Lion Hunt, (6), Sardanapalus II., at an altar pouring a Libation over dead Lions, (7), Sardanapalus III. and his Queen, feasting after the Lion-hunt, (8), a very striking slab representing a wounded Lioness, (9-11), Horses, Lions, and male and female Figures; IV. Black Obelisk from the great Mound set up by Shalmaneser, (King of Assyria), about 850 years B.C. I also procured, V. Two most interesting Stones, (recently added to the British Museum collection), containing Records in Cuniform Character, etcetera, of the Sale of Land, about 1120 B.C.; VI. Large statue of Memon; VII. Lid of large Sarcophagus; VIII. Side of an Obelisk from Temple of Thoth, (from Cairo), IX. Rosetta Stone, with inscription in honour of Ptolemy.

2.—Casts of Gems, Medals, etcetera.

From a private dealer I procured, (1), a beautiful set of (470) casts of the celebrated Poniatowski Gems. (A similar collection I afterwards saw in the Ashmolean Museum, at Oxford). (2) a set (of 170) Medals, illustrative of Roman History, the Emperors, etcettera; (3), a collection of Medals of the Popes; (4), a set of the Great Seals of England; (5), 38 Medals of the Kings of England; (6), 80 of the Kings and Rulers of France; (7),

24 of Russian Emperors; (8), 250 modern celebrated Men; (9), besides numerous casts of Medallions, Tazza, pieces of Armour; (10), a beautiful collection of casts of Leaves, Fruit, etcetera; (11), about 60 Busts, life size, of noted modern Characters.

3.—Ivory Carvings, Chromo-Lithographs, Photographs.

From the collection of the Arundel Society, published in connexion with the South Kensington Museum, I procured, (1), a full set of 150 specimens of Ivory Carvings, of various periods from the second to the sixteenth century, in Fictile Ivory; (2), 60 Chromo-lithographs, beautifully coloured, illustrating Italian Art; (3), 573 photographs of National Portraits, illustrative of English history, including the Tudor period; (4), 400 miscellaneous photographs of Objects of Arts, Scenes, etcetera; (5), 170 engravings of modern Sculpture.

4.—Electrotypes of Art Treasures.

Of the rich and beautiful collection of Elkington and Franchi's electrotypes of Art Treasures in the South Kensington collection, I was only enabled to make a small selection, owing to the expense of the copies for sale. The list of articles selected will be found at the end of this Report.

5.—Food Analysis.

Upon application and explanation of my object, I was enabled to procure from the Authorities of the South Kensington Museum, a full set of the printed Labels of the numerous samples of Food Analysis exhibited in the Museum. I also procured specimens of the Analysis boxes, with glass covers, so as to enable us to form a similar collection, on a smaller scale, for our own Museum. This collection, when made, will form a most interesting and instructive study for the Farmer and food consumer.

6.—India Rubber Manufactures.

Through the kindness of Messieurs Mackintosh and Company, the eminent India Rubber Manufacturers of Manchester, I was enabled to select several interesting specimens of Rubber-work, illustrative of the various uses to which India Rubber is applied. Some of these specimens are highly artistic in design.

7.—Naval Models.

Having made arrangements while in London, I have since procured some beautiful models of Ships and Boats, including a Line-of-battle Ships and Steam Vessels.

8.—Miscellaneous.

I also selected quite a number of Greek, Roman and English Coins, with a few curiosities and specimens of Natural History, etcetera.

I had wished to obtain some striking photographs of objects and places in India, from the India Office, in London, and models from the National Life-Boat Association, but the state of the funds at my disposal did not admit of their purchase.

To the Officers of the British and South Kensington Museums, I was indebted for many kind of attentions and valuable suggestions.

Among the many impressions which I received during my visit to England, none struck me more forcibly than this,—that, in the gratification and cultivation of the popular taste, England has made wonderful advances. One cannot but see that the mem-

orable Exhibition of 1851, has been the great forerunner and germ of all the progress which has of late years been made in this direction in the various Cities and large Towns of the United Kingdom. The British Museum, with its varied collections of everything of historical and practical interest, is still at the head of all the popular Museums of Britain, but, in the directly Educational and Aesthetic character of its vast collections, even it is now quite eclipsed by its more popular rival at South Kensington,—the result as well as the representative of the great Exhibitions promoted by the late lamented Prince Consort, in 1851 and 1861.

The South Kensington Museum, as you are aware, is unrivalled in the beauty and extent of its internal fittings and arrangements, no less than in the extent and value of its collections of Objects of Art, and of industrial and practical value, as well as of articles of *vertu* of great historical interest. It is itself the parent institution of many of the admirable collections and local Museums and Schools of Art throughout the three Kingdoms. The travelling collection of Objects of Art which it sends to the local Exhibition of these Schools of Art is most varied and interesting. This, it may well be said, is "object teaching" on a grand scale, and in a most attractive form, for the adult masses of England, Ireland and Scotland, and so it emphatically is. This is clearly the policy of the educational Authorities in England at present, as it has been for years to some extent on the Continent of Europe. I felt glad when I looked over these large and attractive popular Museums that we had thus far been enabled by your foresight, and the liberality of our own Legislature, to keep pace in an humble degree, with the great efforts which are now being systematically made in England to popularize Science and Art. These efforts are not only designed to promote this object, but, at the same time, they tend to interest and instruct the masses, not only by cultivating the taste, but by gratifying and delighting the eye by means of well appointed Educational Museums and popular Exhibitions such as that at Paris.

TORONTO, August 1867. J. GEORGE HODGINS.

I. LIST OF ARTICLES PURCHASED AT THE PARIS EXHIBITION OF 1867, FOR THE EDUCATIONAL MUSEUM OF ONTARIO.

1. *Models of School Furniture and School Requisites.*

The Osborne School Table Desk and Seat	Made in London.
Quadrant School Desk and Seat on four standards	
Boys' School Desk and Seat on two standards	
Girls' School Desks and Seat on two standards	
A School Mistress' Pedestal Work Table	
A Set of Mechanical Powers	
A Set of Geometrical Forms and Solids	
A large Abacus	
A Sphere, in relief, representing the Ptolemaic Theory	Made in Paris.
A Sphere in relief, representing the Copernican Theory	
A Globe, in relief, with Frame	Made in Berlin and other parts of Germany.
A Sphere, in relief	
A Map, in relief, of Mont Blanc	
A Map in relief of Jerusalem, large	
A Map in relief of Jerusalem, small	
A Map in relief of Golgatha	
One Observatorium	
One Astrogosticon	
One Laurenusque Geographie, etcetera	
One Topographical Atlas of Wurtemburg (photograph)	Made in Austria.
One Topographical Atlas of Savoy (photograph)	

2. *Scientific and other Models, Photographs, &c.*

Various Models for the Blind	Made in Paris.
Model of an oblique Railway Bridge	
Enlarged Model of a Flower, (hinged specimen)	
Model for a small Gymnasium	
Model for a large Gymnasium	
Set of Models illustrating the Metric System	
Set of Models illustrating the French System	
Photographs of places in Switzerland and France—Portraits of Celebrities (French and Swiss)	

3. *Specimens of Natural History.*

A Set illustrative of Entomology	Prepared at Evreux.
A Set of Coleopteric Insects	
Specimens of Natural History (Coleopteric Insects)	Prepared at Altona.

II. List of Plaster Casts of Assyrian and Egyptian Sculptures, Purchased from the Formature to the British Museum, London.

1. *Assyrian.*

One Human-headed winged Bull.	
A Four-winged Figure, with Mace.	
Slab: Sardanapalus I., with winged figure and offering.	
Slab: Sardanapalus, with Eagle-headed Deity and mystic Offerings beside a sacred Tree.	
Slab: (two) Sardanapalus besieging a City.	
Slab: A King-hunting the Lion.	
Slab: Sardanapalus III. and his Queen feasting in a Garden	Bas relief from the Konyunik Collection.
Wounded Lioness, from Slab of Sardanapalus III. (hunting Lions)	
Slab: Sardanapalus III. at an Altar pouring a Libation over dead Lions.	
Man-headed-lion, from Slab of Mythological, or Sacerdotel, figures	
Two horses and two Lions, one Rider,—from Slab	
Obelisk from the great Mound, set up by Shalmaneser, King of Assyria, (about 850 B.C.)	
Stone from Hadji Abad containing inscription of Addon, King of Assyria.	
Stone from the same with cuneiform characters.	
Babylonian Stone, containing a record of the sale of a Field, in the reign of Merodach-Adan-Aki, King of Babylon, (about 1120 B.C.)	
Babylonian Stone, with the figure of a King in relief, and the record of the sale of a field, (about 1120 B.C.)	
Various Sculptures and Inscriptions from Persepolis.	

2. *Egyptian.*

Statue of Amenophis III., called by the Greeks Memnon, (XVIII Dynasty), from Thebes.
Statue of Banofre, a Scribe, dedicated to Osiris, (XVIII Dynasty), from Thebes.
Statue (of the upper part) of an Officer.
Statue (of the upper part) of an Officer of rank, inscribed with the name of Psammetichus I. (XXV Dynasty).
Statue (of the upper part) of an Egyptian Monarch.
Statue of Amen-em-ha, a functionary. (XII Dynasty).
Statue of Betmes, a high functionary.

Bust of Amenophis III.
Head of Pasht, (Goddess of Fire), and part of the Figure.
Head of (Bubastis), with the name of Amenophis III, (Memnon), XVIII Dynasty, from Karnak.
Head of Sphinx, (Roman period).
Lid of Sarcophagus of Sebaksi, Priest of Ptah, (Period uncertain).
South and east sides of Obelisk, (facing entrance), erected by Nektherbehi before the Temple of Thoth, (XXX Dynasty) from Cairo.
Intercolumnar Slab from a Temple, with inscription and Figure of Nectanebo, (XXX Dynasty), from Alexandria.
Rosetta Stone, with inscription in honour of Ptolemy V., Hieroglyphic, Enchorial and Greek characters, (Ptolemaic period), from Rosetta.
Upper part of Basin, (for offerings,) of Seti-Menephtah I.
Upper part of Amen-ra.

3. *Greek and Roman.*

Slab: Apotheosis of Homer.
Slab: Bacchus and Attendants visiting Icarius.
Head of Mausolus from Halicarnassus.
Head of Apollo, (Pourtalis collection).
Head of Æsculapius, (Blacas collection).
Group of Grecian Boxers, (life size).
Group Diana and Dog, by Benzoni.
Group Ciparissus and Faun.
Statuette of Infant Bacchus in Basket.
Bust of Achilles, (large).
Two circular Medallion antique Heads from the marble ones in the South Kensington Museum.

III. Modern Busts, Purchased in London and Dublin.

Empress Eugenie, Emperor Napoleon III., Queen of Edward IV., Prince and Princess of Wales, Lords Castlereagh, Clive, Raglan, Dundonald, George Gordon, and Palmerston. Marquis of Worcester, (Medallion), Airey, Blucher, Canning, Eliza Cook, Cruickshank, Curran, Cuvier, Cervantes, Goldsmith, Garibaldi, Hume, Hood, Horne Tooke, Linnœus, Mendelssohn, Moore, Robespierre, Captain Ross, Hannah More, Percival, Thorwaldsen, Savonarola, Lady Stanhope, Doctor Valpy, Sterne, Swift, Watt, Wordsworth, General Wolfe.

Ancient Busts.

Achilles, Æsculapius, Pompey, Mausolus, Themistocles, and two circular Medallion antique Heads from the marble ones in the South Kensington Museum.

IV. Fine Plaster Casts of Works of Art, Gems, Medals, Etcetera.

Set of 2 Achilles and Minerva.
Set of 48 Elgin Marbles.
Set of 3 Triumph of Alexander the Great.
Set of 470 of the Pontiatowski Gems (classical subjects).
Set of 50 Medals of Roman Emperors.
Set of 120 Medals illustrative of Roman History.
Set of 256 Medals of the Popes of Rome.
Set of 112 Great Seals of England, from Edward the Confessor.
Set of 38 Medals of the Kings of England.
Set of 79 Medals of the Kings of France.

Set of 24 Medals of Russian Emperors, Statesmen, etcetera.
Set of 50 Medals of Modern Celebrated Men.
Set of 200 Medals of Miscellaneous Celebrated Men.
Set of 6 Medals of The Seasons, Day and Night.
Set of 4 Medallions of the Seasons.
Set of 8 Raffaelle's Cartoons.
Set of 2 The Canterbury Pilgrims.
Set of 2 The Crusades.
Set of 1 Faith, Hope and Charity.
Set of 4 Italian Poets.
Set of 8 Tazza Dishes, Bassi Relievi.
Set of 8 Medallions, various.
Set of 4 Helmets (Francis I., Henry VIII., etcetera.)
Set of 4 Breastplates.
Set of 14 Statuettes of Knights in armour.
Set of 4 Halberds.
Set of 4 Battle Axes, 2 Maces.
Set of 2 Gauntlets, 2 Gorgets.
Set of 20 Shields, (Roman Charlemagne, Maximilian, Emperor of Germany, Francis I., Richard III., Cromwell, Holofernes, [three, various], Macbeth, Battle of the Amazons, the Deluge, Flaxman's, etcetera.)
Group of large Apples from nature.
Group of small Apples from nature.
Group of Pears from nature.
Group of Plums from nature.
Group of Vine and Leaf, large, from nature.
Group of Vine and Leaf, small, from nature.
Bunch of Grapes from nature.
Group of Aram Lily from nature.
Group of White Lily from nature.
Group of Water Lily from nature.
Group of Apples (bunch) from nature.
Group of Pumpkin and Leaf from nature.
Group of Arbutus and Leaf from nature.
Bunch Blackberries from nature.
Twenty-four various leaves.
Two Lizards, two Frogs, and one Snake.

NOTE. Most of what follows in this list was purchased so as to have as great a variety of such things as possible for the then projected School of Art and Design.

V. ELECTROTYPE REPRODUCTIONS OF DECORATIVE PLATE IN THE SOUTH KENSINGTON MUSEUM.

DATE AND COUNTRY.	DESCRIPTION.	FROM COLLECTION
Portuguese, 17th Century.	Silvered and Oxidised Dish, oval, repoussé, with undulating beaten rim, large flower ornaments. Length, 19 inches; width, 14 inches.	of Mr. G. Moffatt.
Portuguese 17th Century.	Gilt Salver, with raised centre and shaped edges, the rim divided by bands into panels filled with various coarse ornamental work. Diameter, 11 inches.	of Mr. G. Moffatt.

V. Electrotype Reproductions.—*Continued.*

DATE AND COUNTRY.	DESCRIPTION.	FROM COLLECTION.
Italian, 16th Century.	Gilt Salt-cellar of trefoil, and triangle star-shape, on three feet, embossed with grotesque heads. Diameter, 4 inches.	Original in South Kensington Museum.
	Gilt Vase, chased with scroll lines and figured. Height 3½ inches.	
	Gilt Embossed Plate, with medallions in centre, and round the rim of mounted German Emperors. Diameter, 7¾ inches.	
	Silvered and Oxidised Embossed Plate. The creation of Man and the Fall, in four medallions, demi figure, and inscription in the centre. Diameter, 7 inches.	
	Copper Bronzed Embossed Plate, with convex scolloped edge, the Arms of the Swiss Cantons, and inscriptions. Diameter, 8¼ inches.	
Probably from Morocco.	Silvered and Oxidised Cooking Bowl, chased with Moresque plait and flower work. Diameter, 6 inches.	
Flemish, 16th Century.	Gilt Salver, embossed with wide scroll foliage border. Diameter, 13½ inches.	
French, 16th Century.	Copper Bronzed dish, with a figure of a River God in the centre, and a combat of Knights, armed with lance and mace round it, in repoussé; victories and trophies on the rim. Diameter, 25 inches.	Original in the Musée du Louvre, Paris.
6th Century..	Silvered and Oxidised Byzantine Book Cover, with the Angel at the Holy Sepulchre, and the two Marys and legends in Greek capitals. Height, 6½ inches; width, 12 inches.	Original in the Musée du Louvre, Paris.
French, 15th Century.	Silvered and Oxidised Small Jousting Target, with raised central boss, repoussé and chased with representations of combats. Diameter, 13 inches.	Original in the Nuwerkerke collection, Paris.
French, 16th Century.	Silvered and Oxidised Lock-Plate with architectural front, with the Arms of France, and monograms of Diane de Poitiers, two key-holes. Height, 10 inches; width, 10 inches.	Original in the Musée d'Artillerie, Paris.
German, dated 1561.	Silvered and Oxidised Dish, ornamented with bold engravings, intended, apparently, for filling up with composition. Fame in centre medallion, and the Roman Heroes, H. Cocles, Marcus Curtius, and the Carthagenian Hannibal, in circular medallions on the rim, the rest of which is occupied by a triumph, a combat, and the story of Orpheus; and stamped with three coats of arms. Diameter, 14 inches.	Original in the South Kensington Museum.
Italian, 16th Century.	Gilt plateau, chased with Moresco knots and Arabic letters. Diameter, 11 inches.	Original in the South Kensington Museum.
Italian, 16th Century.	Hunting Horn, in imitation ivory and gilt mounts, semicircular, with two gilt mounts ornamented with arabesques in relief, from the original in ivory. Diameter, 15 inches.	Original in collection of A. Fountaine, Esq.
French, 17th Century.	Gilt Knife, with handle in imitation of carved ivory. Length, 7 inches.	Original in collection of Mr. R. Napier.

V. ELECTROTYPE REPRODUCTIONS.—*Continued*

DATE AND COUNTRY.	DESCRIPTION.	FROM COLLECTION.
French, 17th Century.	Gilt Fork, with handle in imitation of carved ivory. Length, 7 inches.	Original in collection of Mr. R. Napier.
French, 17th Century.	Spoon, with gilt bowl, and handle in imitation of carved ivory. Length, 7 inches.	
Italian, 16th Century.	Bowl of a Tazza, gilt, with the triumph of Neptune. Repoussé work. Diameter, 7 inches.	Original in the Musée d'Artillerie, Paris.
Italian, 1561.	Copper Bronzed Bell, chased with rings of ornament, of which the lower contains three escutcheons of arms, supported by as many pairs of grotesques. Inscribed Jo., Jacobos., Malhabia, with date 1561. Height, 5 inches.	Originals in the South Kensington Museum.
11th or 12th Century.	Gilt Cup, ancient Persian or Byzantine work, chased with dragons and animals of various kinds in sharp relief, with an eagle on the raised centre. Height, $1\frac{1}{8}$ inches; diameter, 4 inches.	
German, 16th Century.	Gilt Triangular Salt-cellar, with masks in the angles on the top, supported by lions rampant. Height, $1\frac{1}{4}$ inches; length, 5 inches.	
Italian, 16th Century.	Gilt Triangular Salt-cellar, on ball feet, with three circular pools or cavities ornamented with arabesques on each side. Height, $\frac{7}{8}$ inch; length, 5 inches.	
	Parcel—Gilt Circular Cover of a Box; Damascene work. Diameter, $4\frac{3}{8}$ inches.	
French, 16th Century.	Gilt Circular Salt-cellar, supported on cherubs' heads, decorated with three pairs of Cupids supporting shields, with arms, in relief; and three masks between. Diameter, 3 inches.	

VI. PHOTOGRAPHS TAKEN FOR THE BRITISH DEPARTMENT OF SCIENCE AND ART, AND PUBLISHED BY THE ARUNDEL SOCIETY, LONDON.

Tudor Portraits, Etcetera.

Portraits of the Tudor Family, executed from authentic contemporary works, for the Prince's Chamber in the new Palace at Westminster, by Mr. Richard Burchett, Head Master of the Central Training School of the Science and Art Department.

Henry VII., from Remée's copy of Holbein's picture, which was destroyed in the fire at Whitehall, and the bronze figure by Torrigiano on the tomb in Henry VII.'s Chapel.

Elizabeth of York, Queen of Henry VII., from the same Authorities as above.

Prince Arthur, eldest son of Henry VII., from a picture by Mabuse, in the collection at Hampton Court.

Katharine of Aragon, after a contemporary miniature, in the collection of the Duke of Buccleuch.

Henry VIII., from a Holbein, in the Royal Collection at Windsor, and one at Hampton Court.

Anne Boleyn, from a small contemporary picture, the property of Sir John Boileau, Baronet, Artist unknown.

Jane Seymour, from Remée's copy of Holbein's picture, a small Holbein belonging to the Society of Antiquaries, and a picture in the Marquis of Ailesbury's collection.

Anne of Cleves, from an etching by Hollar, a miniature, probably by Holbein, belonging to Colonel Meyrick, and a miniature in the Duke of Buccleuch's collection.
Katharine Howard, from a maniature of the time, in the collection of the Duke of Buccleuch.
Katharine Parr, from a full-length life-size picture of the time, in the collection of the Earl of Denbigh.
Edward VI., from a three-quarter length portrait by Holbein, in the Royal collection at Windsor.
Queen Mary, from two portraits by Lucas de Heere, one in the possession of Mr. Charles Wynne Finch, the other in the collection of the Society of Antiquaries.
Phillip II. of Spain, from a picture ascribed to Titian, in the collection of Earl Stanhope.
Queen Elizabeth, from a small full-length portrait by Lucas de Heere, at Hampton Court.
Louis XII. of France, from a maniature in a missal belonging to the Right Honourable H. Labouchere, and a figure in the collection of Count Veil-Castel.
Princess Mary, (youngest daughter of Henry VII., first married to Louis XII. of France, and afterwards to Charles Brandon, Duke of Suffolk,) from a contemporary painting, in the collection of the Duke of Bedford.
Charles Brandon, Duke of Suffolk, from a contemporary picture, in the collection of the Duke of Bedford.
The Marchioness of Dorset, (daughter of the Princess Mary and the Duke of Suffolk, and Mother of Lady Jane Grey), from a picture by Lucas de Heere, in the possession of Mr. Charles Wynne Finch.
Lady Jane Grey, from a picture in the possession of Earl Spencer, and Lodge's portraits.
Lord Guilford Dudley, from a picture in the possession of Colonel North.
James IV. of Scotland, from several scarce and authentic old line engravings.
Princess Margaret, (the eldest daughter of Henry VII., and wife of James IV., of Scotland), from a picture in the collection of the Marquis of Lothian.
Douglas, Earl of Angus, from a picture in the Royal collection, Windsor.
James V. of Scotland, from a picture in the Royal collection, Windsor.
Mary of Guise, from a picture in the collection of the Duke of Devonshire.
Mary Queen of Scots, from a miniature of Janet at Windsor, a fac-simile of a drawing by the same Artist, in the Louvre, and a portrait of the period of James I. or Charles I. at Hampton Court.
Lord Darnley, (the second husband of Mary Queen of Scots), from portraits by Lucas de Heere, and an old engraving by Elstracke.
573 copies of national portraits, exhibited at the South Kensington Museum in 1866 and 1867 (1152 to 1820).
70 copies of various miniatures exhibited at do, 1865, (1560, 1825).

Copies of Studies from Raffaelle's Cartoons and Drawings, videlicet.

Christ's Charge to St. Peter—Heads of St. John and three Apostles.
Heads of the three Apostles in centre.
Heads of the three older Apostles.
The Death of Ananias—Heads of three Apostles.
Elymas the Sorcerer struck with Blindness—Head of St. Paul and two others.
Heads of six of the spectators.

Original Drawings by Raffaelle in the Museum of the Louvre, Paris.

The passage of the Red Sea, a study for the painting in the Loggie of the Vatican.
The "Repulse of Attila," a drawing. The group of the Pope and his attendants was brought to the foreground in the painting.
The battle of Constantine against Maxentius. The Fresco from this Composition was painted by Guilio Romano, after the death of Raffaelle.
David giving his last charge to Solomon, (pen drawing in bistre).

Copies of Italian Sculpture, videlicet.

"Tabernacolo," or Mural Shrine, alto-relievo, in terra-cotta, by Jacopo della Quercia, (Gigli-Campana collection).
Virgin and Child, group in terra-cotta; by Jacopo della Quercia, (Gigli-Campana collection).
The Crucifixion, relieve in terra-cotta; ascribed to Lorenzo Ghiberti (born 1381, died 1455).

The Birth of St. John the Baptist, alto-relievo in terra-cotta; ascribed to Ghiberti (Gigli-Campana collection) 2 copies.

The Virgin and an Angel, with two kneeling maidens, marble relievo. Tuscan Sculpture. Date about 1440.

The Flagellation and the Crucifixion, bass-relief sketch in terra-cotta: in two compartments by Donatello, (Gigli-Campanacoll.)

Bust of St. Cecillia, in terra-cotta; by Donatello (Gigli-Campana collection.)

The Virgin and Child, terra-cotta group in the round; ascribed to Antonio Rosellino.

Two Amorini holding up a Dolphin, terra-cotta group in the round; ascribed to Antonio Rosellino.

The Virgin and Child, alto-relievo in terra-cotta; ascribed to Andrea Verochio (Gigli-Campana).

The Virgin Kneeling in Prayer, marble statue; by Matteo Civitale (Gigli-Campana collection.)

Marble Frieze from a Tomb; ascribed to Matteo Civitale.

The Adoration of the Magi, relievo in enamelled terra-cotta, in varied colours; by Luca della Robbia.

Circular Medallion, in enamelled terra-cotta, painted in chiaroscuro, (one of series of twelve, representing impersonations of the months (Gigli-Campana collection.)

The Virgin and Child, group in enamelled terra-cotta; by Andrea della Robbia.—(Campana collection.)

The Virgin and Child, in enamelled terra-cotta; ascribed to Andrea della Robbia.

The Angelic Salutation, relievo in enamelled terra-cotta; ascribed to Andrea della Robbia.

Bracket of a "Tabernacolo," in "pietra serena." Florentine sculpture of the 14th Century.

Frontispiece of a "Tabernacolo," in carved and gilded wood. Florentine sculpture of the 14th Century.

Altar Piece in Carrara marble, from the Church of San Girolamo, at Fiesole, near Florence. Executed about 1490, by Andrea Ferrucci.

Marble Cantoria, or Singing Gallery, from the Conventual Church of Santa Maria Novella, Florence. Executed about 1500, by Baccio d' Agnolo, (born 1460, died 1543).

The Virgin and Child, in an ornamental shrine; relievo in stucco. Florentine sculpture; ascribed to one of the Maiano family. Date about 1480 (Gigli-Campana collection.)

"Stemma," or Coat of Arms, in Istrian stone, from a palace at Cesena. North Italian (?) Date about 1500.

Cupid, life-sized statue in marble; by Michael Angelo, (born 1475, died 1564), Gigli-Campana collection.)

Cupid, statue in marble; by Michael Angelo (side view).

Design for the Tomb of Gaston De Foix, an original drawing; by Agostino Busti, called Il Bambaja. The drawing was executed about 1515.

Hercules and Cacus, original model in wax; by Michael Angelo (Gherardini collection.) In the South Kensington Museum.

Mask of a Female Head, the eyes and mouth pierced; in terra-cotta. Ancient Greek or Roman. Lent by Mr. C. D. E. Fortnum.

Group of an Infant Triton seated on an alligator, plaster cast, bronzed. From the Fountain in one of the Courts of the Old Palace, Munich. German, 17th Century. In the South Kensington Museum.

Copies of Mulready's Paintings, videlicet:—

The Whistonian Controversy.—From the painting lent by Mr. Thomas Baring, M.P.

Choosing the Wedding Gown, from a drawing for a picture.—Lent by the same.

Copies of Miscellaneous Paintings, videlicet:—

Drawing of Beasts and Birds, from a Book for Children,. Japanese.—Lent by the Earl of Elgin and Kincardine.

Drawing of Travellers, from a book for Children. Japanese.—Lent by the Earl of Elgin and Kincardine.

Designs for a Frieze in Buckingham Palace; the Four Seasons. By Stothard.—Lent by Mr. H. Vaughan.

Copies of Majolica, Palissy, Henri II., Persian, Flemish, Dresden, and Sévres ware, videlicet:—

Ewer, Majolica of Urbino, Serpent handle, painted with the contest of Marsyas and Apollo.
Plateau; in the centre is represented Julius Cæsar in a Car preceded by Captives, surrounded by five medallions from the history of Julius Cæsar; border of arabesques on white. Urbina Maiolica.
Vases; dark blue ground with classic medallions.
Dish; moulded Majolica ware; painted with Mars, Venus, and Cupid.
Plate; Castel-Durante Majolica ware, with bust of Virgil, dragons and arabesques.
Plateau, Hispano-Moresco ware, with concentric pattern of lustred ornament. Date about 1420-40.
Plateau, Majolica, representing the Flight of Xerxes, by Francesco Xanto of Rovigo. Dated, 1537.
Pilgrim's Bottle; by Orazio Fontana; painted with Mercury killing Argus. Urbino ware. Dated about 1560-70.
Ewer, Majolica ware; Urbino or Castel-Durante. Date about 1560.
Plateau of irregular triangular form; Urbino ware. Date about 1560-70.
Tazza; Palissy ware. In the Museum of the Louvre, Paris.
Bottle, or "gourde de chasse," with coloured figures in relief. Palissy ware.
Dish, oval with a Snake, Fish, and Reptiles in relief; coloured after nature. Palissy ware.
Fruit Dish, perforated and coloured with green tracery and Daisies. Palissy ware.
Tazza, without cover; "Henri Deux" ware.
Bouquetier, or Flower-Holder; "Henri Deux" ware.
Salt Cellar; "Henri Deux" ware, of triangular form.
Jug, blue scale ground with diaper of Roses and white Tulips. Persian, or Rhodian, ware.
Tankard, coloured earthenware; German, 17th century.
Jug, coloured earthernware; German, 17th Century.
Tankard, coloured earthenware; German. Dated 1680.
Jug, coloured earthenware; German, 17th Century.
Vase and cover, panels alternately white and yellow, with landscapes and flowers; Dresden porcelain.
Vase, bleu-du-roi- ground, with cameo portraits and painted subjects.
Cabaret Sévres, (five pieces,) green ground, with Children playing musical instruments.
Vases, gros bleu Vincennes porcelain, oviform, with medallions of Cupids.
Vase, in form of a Ship, rose Dubarry; Sévres porcelain; date 1757. *Square Tray*, rose Dubarry; painted with flowers; Sévres porcelain; date 1757; and a *pair of oviform Vases;* rose Dubarry ground with white and gold Elephant-head handles, on square pedestals; Sévres porcelain.
Eventails, or Jardinieres; Sévres porcelain, green grounds, painted subjects after Teniers, of Dodin.
Shells, turquoise Sévres porcelain, forming vases and covers, mounted in or molu.
Cup and Saucer, turquoise Sévres porcelain; painted with pastoral figures.
Vase- gros bleu; Sévres porcelain, gourd-shaped, mounted in or molu, with masks, resting on two Swans.

Copies of English Porcelain and Wedgewood Ware, videlicet:—

Female Figure, apparently of Fame. Chelsea porcelain.
Scent-Bottle, in force of a Monk carrying provisions. Chelsea porcelain.
Vases, boat-shaped, on square pedestals; white ornament on blue ground. Old Wedgwood ware.
Plaque, white figures on black ground, with the Discovery of Achilles, after Flaxman.
Vase, with small handles on the base, white classic figures on black ground. Old Wedgwood ware.
Amphora and Cover, with figures of the Muses, white on lilac ground. Old Wedgwood ware.
Bottles with handles, white on lilac ground. Old Wedgwood ware.

Copies of Rock Crystal Ware, videlicet:—

Vase, in Rock Crystal, 16th Century work. In the Museum of the Louvre, Paris.
Vase, in Rock Crystal Italian, 16th Century work. In the Museum of the Louvre, Paris.
Cup, in Rock Crystal, showing the interior. Italian, 16th century work. In the Museum of the Louvre, Paris.

Cup, in Rock Crystal, with story of Diana and Actæon. Italian, 16th Century.
Jugs, ruby glass, with gilt Cupid's heads. German, 17th Century.
Flasks, ruby glass, mounted in gilt metal. German, 17th Century.
Spoons and Forks, in Rock Crystal, mounted in enamelled gold and set with rubies. Italian, 16th Century.
Salt Cellar and Cover, a glass cylinder with silver-gilt mounts, enclosing an illuminated M. S. in vellum, recording the name of the donor, Richard Rogers. Dated 1632. Hall mark 1601.
Cup in Venetian glass, with blue and white stripes and gilt bosses of Lions' Heads.
Cup, in Venetian opaque white glass, with two handles splashed with blue, red, and aventurine spots.
Wine Glasses, with laticinio ornaments. Venetian.
Tankard, in glass; engraved with Ships and Males, mounted in silver gilt. 17th Century.
Burettes and a Tazza, ornamented with stripes and laticinio threads, of four patterns.
Ewer, in Sardonyx, mounted in enamelled gold. Itallian, 16th Century.

Copies of Embroideries, videlicet:—

The Westminster Chasuble, crimson velvet, embroidered with gold.
The "Syon" Cope; English embroidered work of the 13th Century.

Copies of Book-binding and Illuminated Pages, videlicet:—

Inventory, on paper, of the Wardrobe, and Furniture of Household of the Earl of Leicester. 151583. Bound in vellum.
Book-binding in green velvet, embroidered with gold lace, and studded with seed pearls. "A Book of the Armes of Englad, doone by me, Esther Inglis, January the first, 1609," with case.
Pen-Case of Henry VI., in stamped leather.
Book of Hours; illuminated on vellum, with miniatures and borders of Flowers and Insects. End of 15th Century. Bound in red morocco.
Book of Hours; illuminated on vellum, with miniatures and borders of Flowers and Insects. End of 15th century. Bound in red morocco.

Copies of Ecclesiastical Utensils, videlicet:—

Reliquary, silver gilt. Spanish or Portuguese, work of the end of the 15th or beginning of the 16th Century.
Pastoral Staff of William of Wykeham, Bishop of Winchester. Work of the 14th Century.
Pectoral Cross, of cloisonné enamel on gold, of the 10th or 11th Century, representing the Crucifixion and Saints. Byzantine work.

Copies of Decorative Plate, videlicet:—

Cup and Cover; silver. The "Pepys Cup." Date 1677.
Cup and Cover; silver gilt, on baluster stem, with six bracket-shaped projections, composed of grotesque Animals. Hall mark, 1515-6.
Cup and Cover; silver-gilt. Date about 1480.
Cocoa-Nut Cup; mounted in silver parcel-gilt. Early 15th Century work.
Rosewater Ewer; silver-gilt, with very high handle, in form of a Hydra, or Monster, with three heads. Italian work. Date about 1560-70.
Cup and Cover; silver-gilt, with three winged Mermaids and a figure of Minerva on the cover. German. Date about 1600.
Cup; silver-gilt, in the form of a Bear, playing on the bagpipes. Augsburg. 17th Century.
Statuette of a Man, with a matchlock Gun, rest, and Rapier, forming a Flask, or Bottle; silver-gilt. Augsburg. End of 16th Century.
Nautilus Shell, mounted in silver-gilt. German. Date about 1620.
Diana mounted on a Stag; silver-parcel gilt. German, 17th Century.
Cup, in the form of a Cock; silver parcel-gilt. German, 16th Century.
Cup, in the form of a Partridge, of mother of pearl, mounted in silver-gilt, and ornamented with garnets. German. Date about 1600.
Cup, silver, in the form of a Bear, with Shield and Halbert. German, 16th Century.
Salver, silver-gilt, in the centre Moses striking the Rock. German, or Flemish. 17th century.
Rosewater Dish, silver parcel-gilt, repoussé in high relief, with a Lion-hunt; on the border are six medallions of the Cæsars, Dutch work. Date, about 1680.

Tankard, rock crystal and silver filigree. German. Date, about 1560.
Cup, silver, in form of the Celestial Sphere, surmounted by an Eagle, supported by a kneeling Hercules. Nuremberg. Date, about 1650.
Rosewater Salver, silver gilt. Augsburg work.
Girdle Clasp, openwork, with silver foliated ornament on silver-gilt ground. 17th Century. German.
Apostle Spoon, silver, stem twisted with a figure of the Virgin and Child. Dutch, early 18th Century.
Tankard, silver gilt, of the 16th Century, with repoussé arabesques and three medallions of the Horse, Camel, and Stag, in landscapes, the cover surmounted by a Lion.
Vase, on pedestal in oxidised silver (known as the Alexandra Vase) presented to H. R. H. the Princess of Wales by the Danes resident in England, executed by J. Barkentein, London.
Pen and Ink Case, gilt metal with niello work, from Constantinople.

Copies of Bronzes, videlicet:—

Bust, bronze of a Nymph crowned with ivy. Italian, 16th Century.
Group in low relief, circular bronze, of a kneeling figure, (probably Elijah,) in a fiery Chariot. North Italian. Date, about 1490, to 1500.
Relievo in bronze, of antique Greek origin.
Statuette in bronze, female figure reclining on a dolphin. Florentine, 16th Century.
Inkstand, bronze, formed by a Warrior, probably Orlando, seated on a Sea-monster, from the poem by Ariosto. Florentine. Date, about 1580.
Statuette, bronze, of an aged male Captive, on black marble pedestal. Italian. 16th Century.
Statuette, gilt bronze, of a Cupid blindfold shooting from a Dolphin's back; furniture decoration. Italian, 16th Century.
Plaque, bronze, with Hercules and Antæus. Italian, 16th Cenutry.
Plaque, bronze, with the betrayel of our Saviour; the work of Valerio. Vacentino Date, about 1500-20.
Cross of eight points, in perforated bronze; on one side a Crucifix with emblems of the Passion, on the other a Virgin and Child with the holy Dove. Spanish (?) 15th Century.
Medallion Plaque, bronze, with classic subject, apparently Arion. Italian, 16th Century.
Candlestick, bronze, supported by three kneeling youths, between whom are large festoons of flowers. Italian, 16th Century.
Pair of Candlesticks, bronze; an Eagle's claw sustaining a Siren with double Tail, each branch supporting a nozzle. An armorial shield of Chiaramonte is below the figure. Italian, 16th Century.
Pair of Candlesticks, bronze, chased with terminal figures, Lion's heads, &c. Italian, 16th Century.
Knocker, bronze, formed by a horned mask supported by two human-headed monsters. Italian, 16th Century.
Salve, in bronze gilt, engraved with a bird's-eye view of a Sea-port. Venetian work. Date about 1540.

Copies of Clocks and Jewellery, videlicet:—

Clock, gilt metal, square, with columns at the angles, dome-shaped top, perforated. Augsburg, 16th Century.
Watch, gold, with plaques of blue and white figures. Old Wedgwood ware.
Ring, gold, set with an antique intaglio, inscription round in Gothic characters. *Ear-rings*, Greek, gold, in form of amphoræ. *Ring*, 16th Century, gold, and enamel, set with a ruby. *Ring*, 16th Century, gold and enamel set with a ruby. *Ring*, 16th Century, gold set with an emerald. *Ring*, with miniature portrait of Napoleon Bonaparte. *Ring*, with onyx cameo of the Minotaur seated, holding a club. *Necklace*, of glass and gold beads, and three pendants of Lions' heads; Greek. *Seal*, onyx, in form of a Head and Bust, engraved with a helmeted Bust. *Ring*, antique gold, with a metal signet of a Sphynx pursuing a Demon. *Pair of Ear-rings*, Roman variegated glass bead. *Greek ornament*, gold in form of a Griffin's head. *Ring*, gold, pierced shank, and stone inscribed "Avite Adam." *Ear-ring*, gold, in form of a Sphynx. *Ring*, Saxon, gold, the raised part set with a circle of garnets. *Ear-ring*, Greek gold, filigree top, ruby pendant in form of a vase, and two chains.
Smelling-Bottle, gilt pierced, and enamelled flowers and birds. *Scent-Bottle*, Chelsea, porcelain, pink ground with Watteau subjects, mounted in gold. *Knife and Fork*, horn handles, inlaid with silver. *Snuff-Box* silver-gilt, in form of a Snail

originally enamelled. *Scent-Case*, ivory, inlaid with gold; on the cover two Dogs and Cupids. Italian. 17th century.

Snuff-Box, root of amethyst, with pietra-dura basket of Flowers and Birds. *Snuff-Box*, of Capo-di-Monte porcelain, in the form of a group of Shells. *Snuff-Box*, in Wedgwood ware, with Pegasus in the centre, in white relief on blue ground.

Chamberlain's Key, gilt-metal, temp. Geo. I. *Etui Case*, ivory, coloured and mounted in gold, in form of a Lady, with rich brocaded dress. *Seal*, Chinese white porcelain, the handle in form of a seated Monkey. *Pill-Box*, Japanese Buck-horn, with lacquered Female, Fan, etcetera. *Bottle*, covered with leather and gold piqué, with Star, Garter, Crown, and Royal Initials. *Clasps*, in gilt-metal, with figures in Gothic niches. 15th century.

Snuff-Box, in gold, shuttle-shaped, with appliqué coloured gold designs, and medallions of painted enamel of Teniers' subjects. *Snuff-Box*, in "vernis martin," gold ground, painted with Watteau subjects. *Box*, engine-turned gold, with bright coloured enamel groups of Shepherds and Trees. *Box*, in lac-japan, with gilt Flowers and Leaves.

Snuff-Box, engine-turned gold, enamelled border, on the top a medallion of a Girl giving alms to an old Man, after Greuze. *Snuff-Box*, in Dresden china, painted with landscapes and figures. *Box*, in enamel, painted with subjects after Teniers, mounted in gold. *Box*, gold, minutely painted with dancign Bear and hunting scenes. *Box*, gold, with paintings, of Seaport and figures by Blarenberghe.

Basket, oriental enamel, with overlaid plaques of yellow and black enamel. *Watch*, in rock crystal, of octahedral form, said to have belonged to Louis XIV. *Frame*, silver-gilt, with statuettes of Christ and the Woman of Samaria at a crystal Well. *Watch*, silver gilt, on swivel frame of Dolphins and Masks, ornamented with blue and white enamel, and set with rose Diamonds.

Tea-Caddy, tortoiseshell, mounted in silver, containing two silver canisters, with chased open-work figures of celebrated Actors of the latter part of the 18th Century.

Knife, Fork and Spoon, in a case, with crystal handles, and a silver-gilt salt-cellar and etui case. 17th Century.

Cup, of Hungarian topaz, mounted in enamelled gold, set with precious stones. 16th Century.

Necklace, of onyx, enamelled, etcetera.

Cameo, green jasper, with white Chalcedony. Bacchante and Faun dancing. 17th Century.

"Tara Brooch." Irish work of the 12th Century.

Copies of Enamels, videlicet:—

Plate, Limoges enamel, by Pierre Pénicaud. In the Museum of the Louvre, Paris.

Plate, Limoges enamel, by Pierre Raimond. In the Museum of the Louvre, Paris.

Candlesticks, Limoges enamel, by Pierre Raimond. In the Museum of the Louvre, Paris.

Ewer, Limoges enamel, by Jean Pénicaud the third. In the Museum of the Louvre, Paris.

Plaque, the Toilet of Psyche, after Raffaelle, Limoges enamel, by Leonard Limosin. In the Museum of the Louvre, Paris.

Plaque, Limoges enamel, painted in grasaille.

Copies of Ivory and Wood Carvings, videlicet:—

Triptych in carved ivory, "Vierge ouverte," date about 1280. In the Museum of the Louvre, Paris.

Book Cover, in carved ivory. 14th Century. In the Museum of the Louvre, Paris.

Panels, in carved ivory, (twelve), with scenes from the life of Christ, mounted in two frames. 12th Century.

Handle of a Sword, composed of four grotesque figures, and mask in the centre; carved ivory. 14th Century.

Consular Diptych, of two tablets, each representing the Consul seated, and accessories. Inscribed. "RVF. CENN. PROB. ORISTIS. VC. ETINI. CONS. ORD." Carved Ivory. 6th Century.

Comb, in ivory, carved with love scenes, a man kneeling before a woman, and other figures. 14th Century.

Diptych, in carved ivory, divided into three compartments; pinnacles and canopies at top: painted and partly gilt, with subjects from the Passion of Christ. 14th Century.

Diptych, of three compartments, each carved in high relief, with subject from the life of Christ. Ivory. 14th Century.

Chaplet, in ivory, of ten small beads, each carved with three Heads of various orders of Men; two large beads, with busts of a Pope and Kings, and a "memento mori." 16th Century.

Book-Cover, in five compartments, with gilt-metal bands. In the centre, the Virgin and Child; on each side, Isaiah and Melchisedec; below is the Nativity; and above, a medallion of Christ, supported by two Angels. Carved ivory. 8th Century.

Mirror-Case, in ivory; two lovers at the foot of a tree, in which Cupid is seated. 14th Century.

Crozier-Head, in ivory; the volute supported by an Angel enclosing the Crucifixion, and Virgin and Child. 14th Century.

Tablet, in ivory, pyramidal, carved with the adoration of the Magi; border of wild Animals at bottom. 11th Century.

Mirror-Case in carved ivory; a Gentleman and Lady seated, training a Hawk and Dog. 15th Century.

Pointer, in ivory, for reading manuscripts, the knob carved with two Lions. 13th Century.

Staff (Tau shaped), fragment, carved with the signs of the Zodiac in lozenge shaped Compartments, in Walrus tusk. 12th Century.

Plaques of the Evangelists seated, writing their Gospels. Carved ivory. 12th Century.

Devotional Tablet: the Annunciation, the Salutation, the Crucifixion, and the Resurrection. Carved ivory. French, 14th Century.

Triptych, in ivory; in the centre the coronation of the Virgin; on each wing three panels of Saints, coloured ground, gilt borders. Venetian, 15th Century.

Group, carved ivory; the Virgin and Child with St. John. Italian, 17th Century.

Plaques, carved ivory, perforated, representing the Rulers of the Elements, surrounded with rococo scrolls. Italian, 17th Century.

Cup, decorated with Bacchanalian subjects. Carved ivory. Italian, 17th Century.

Nutmeg-Grater, with grotesque bas relief in ivory, at the back a peasant drunk and dancing. German, 17th Century work.

Statuette of Venus, with Cupid. Carved ivory. Italian, 17th Century.

Tankard, carved ivory, mounted in silver-gilt. 17th Century.

Hunting Horn, in ivory, carved with hunting scenes, Crocodiles and Angels supporting a shield of arms. Oriental work.

Wassail Horn, mounted and lined throughout with silver gilt. English work, 14th Century.

Tankard, in carved ivory, mounted in silver-gilt, set with plaques of translucent enamel. Flemish, 17th Century.

Marriage Casket, octagonal; the frame of ivory and wood marquetry, with carved bone mouldings and medallions of figures on the sides. Venetian, 10th Century.

Harp of Marie Antoinette. In the Museum of the Louvre, Paris.

Cup, in carved wood, mounted in or-moulu, in form of a Dolphin. 17th Century.

Cabinet, in ebony; ornamented with statuettes of the Cardinal Virtues in chestnut wood, and with six Limoges enamel plaques of Scriptural subjects; colour heightened with gold. Italian, 16th Century.

VII. Chromo-Lithographs, Engravings, and Literary Works, Published by the Arundel Society, London.

Master.	Subject.	Collection.
	1. *Chromo Lithographs.*	
Masolino, Masaccio, and Fillipino Lippi.	Three large subjects from the life of St. Peter.	Subjects from frescoes in the Brancacci Chapel, Florence.
	Four medium size subjects from the life of St. Peter, mounted in pairs.	
	Two small subjects from the life of St. Peter.	
	Two small subjects, the Fall and the Expulsion.	
	Two full sized Heads from one of the above subjects.	
	Four full sized Heads from different subjects.	

VII. CHROMO-LITHOGRAPHS, ETCETERA.—*Continued.*

MASTER.	SUBJECT.	COLLECTION.
Fra Angelico	The Annunciation	From St. Mark's Convent, Florence.
Fra Angelico	The Coronation of the Virgin	From the same.
Gozzoli	St. Augustine Lecturing	St. Gimignano.
Mantegna	The Conversion of Hermogenes	From the Eremitani Church, Padua.
Mantegna	St. James before Herod	From the same.
Ghirlandaio	The Last Supper	From the Church of the Ognissanti, Florence.
Ghirlandaio	The Death of St. Francis	From the S. S. Trinita Church, Florence.
Ghirlandaio	Two full sized Heads	From the same.
G. Sanzio	Madonna and Saints, with the Resurrection of our Lord	Cagli.
Perugino	The Martyrdom of St. Sebastian	Panicale.
F. Francia	The Marriage of St. Cecilia	St. Cecilia's Chapel, Bologna.
F. Francia	The Burial of St. Cecilia	From the same.
Fra Bartolomeo	The Annunciation	From the Villa of the Frati di S. Marco, nr. Florence.
L. Da Vinci	The Virgin and Child	From S. Onofrio's Monastery, Rome.
Luini	The Marriage of the Virgin	From Saronno.
Luini	The Adoration of the Magi	From the same.
Luini	The Presentation in the Temple	From the same.
Luini	Full sized Head	From the same.
Luini	Christ among the Doctors	From the same.
A. Del Sarto	The Nativity of the Virgin	From the Annunziata Cloister, Florence.
A. Del Sarto	Madonna del Sacco	From the same.
Raffaelle	The Four Sibyls	From S. Maria della Pace at Rome.
Raffaelle	St. Peter Delivered from Prison	From the Stanze of the Vatican.
Hans Memling	Five subjects from the Triptych in the Hospital of St. John, at Bruges.	
	Illuminated Capital Letters	From Choral Books at Florence and Siena.
	Letters C. and D.	
	Letters F. and L.	

2. *Engravings.*

Giotto	The Entombment of Christ	From the Arena Chapel, Padua.
Giotto	The Lives of the Virgin and our Lord, a series of 38 wood-cuts, bound in a Volume	From the same,

VII. Chromo-Lithographs, Etcetera.—*Continued.*

Master.	Subject.	Collection.
Fra Angelico.....	Subjects from Frescoes.....	Chapel of Nicholas V. in the Vatican.
	Six subjects from the Lives of St. Stephen and St. Lawrence.	
	Three single figures of Saints.	
Pinturicchio	Three outline Heads, traced from the fresco of the Annunciation.	At Spello.
Raffaelle	The Conversion of Saul.	From the tapestry in the Vatican.
Raffaelle	The Stoning of St. Stephen.....	From the same.
	Alphabet of Capital Letters illuminated by early Italian painters, in outline, with Letter F in colour.	From Choral Books at Florence and Siena.
	3. *Photographs.*	
Tintoretto	Christ before Pilate, and Christ bearing the Cross.	From the Scuola di S. Rocco, Venice, with Mr. Ruskin's description.
	4. *Literary Works.*	
J. Ruskin.....	Giotto and his works in Padua.	
A. H. Layard, M.P.	Notice of Ottoviano Nelli.	
	Notice of Ghirlandaio.	
	Notice of Giovanni Sanzio.	
	Notice of Perugino.	
	Notice of Penturicchio.	
W. H. James Weale	Notice of Memling.	
M. D. Wyatt and E. Oldfield	Sculpture in Ivory (a Lecture on the Art, and a Catalogue of Specimens).	

VIII. Curiosities, Antiquities, and Coins Purchased in London.

Terra Cotta Vase.
Terra Cotta Feeding Bottle.
Terra Cotta Lamps, (6).
Roman Articles videlicet:
Brick, Tile.
Brone Implements.
Broze Nails, Studs.
Glass, 3 objects.
Moulds of Coins.
Cornelians, (3).
Glass. 3 specimens.
Tesselated pavement.
Bronze Handle.
Mirror, with handle.
Mirror, without.
Bronze Ring.
Bronze Ring.
Bronze Hooks, 2.
Bronze Fibula, 3.
Bronze Key.
Etruscan Bronze Circular Fibula.
Etruscan Terra Cotta Vases (2).
Egyptian Articles, videlicet:
10 Bronzes on a card.
Bronze Head.
Bronze Figure.
Bronze Figure on Stand.
Stone Icavabear.
Porcelain Figures.
Sacred Eye.
Devotional Objects.
Small Vase in stone.
Chinese Scales, in case.
Chinese Small Tablet, in Bronze.

VIII. CURIOSITIES, ETCETERA.—*Continued.*

Chinese Pin.
Chinese Bronze Mirrors.
Chinese Carved Steatite (soap stone) box.
Burmese Bronze Idol, gilt.
Burmese Bronze Tree.
Burmese Bronze Dragon.
Greek Terra Cotta figure, from Cyrenicea.
Piece of the Royal George.
Top of Corinthian Capitals, in lead.
Chinese Manuscript in roll.
Carved Mask or Head, in wood.
Curious old Chinese Candlestick.
Early Irish Wooden Lid.
Various Bronzes, on card.
Antique Spurs.
Bronze Irish Fibula.
Turkish Seal in Blue Stone.
Bone, or Horn, Medal.
Carved Wooden Box.
Bronze Girdle.
Two Brass Figures.
Medusa.
2 Chalk Fossils.
1 Hammitus. (Gault).
2 Fossil Teeth.
Polished Ammonite.
Orthrocuitite cut and polished.
Skeleton of Lizard. do. of Frog.
Polished Fluor Spar.
3 Wood (Antique) polished.
1 Antique Lamp.
Pheasants in Soap Stone.
Cut Stone with Persian characters.
Shell, Arca Semitortuosa.
Polished Muscle.
Clyptrea.
Neritina Granulata.
Model Gun.
Bone Stylus, or Roman Pen.
Bronze figure, antique.
Ancient Glass—5 pieces.
Maltese Beads.
Etruscan Wine Cup or Tazza.
Bamboo Indian Measures.
Antique Key.
Silver and Buttons.
Large Spoon (Persian).
Cingalese Book—14 leaves.
Malay Crease in sheath.
Points of Ancient Sword.
Old Sword.
Old Sword.
China Cup.
China Bowl.
Sulphur Casts of Greek Coins (3 dozen).
Cornelian Seals.
Cornelian Seals, with Persian inscriptions.
Imitation Diamonds (13).
Fossils (6).
Shells (27).
Copies of 3 Babylonian Seals.
Brain Stone.
Mica, or Talc, Spa, Fossil.
Fossil, or Talc.
Wood, worm eaten.
Spa or Rock, 3 specimens.
Volume of Documents.
Vellum Documents (5).
300 Copper Coins.
English and Scotch silver coins (75).
Maundy money, (30) various.
Colonial and foreign Silver (40).
Greek and Roman Copper Coins, (150).
60 Foreign Coins.
Frame containing casts in wax of Napoleon Medals.
Etruscan Vase.
Etruscan Vase.
Alabaster Indian Buddha.
Bronze India Buddha.
Chinese Screen, Red Marble in Ebony Frame.
20 Medals.
1 Carved Ivory African.
1 Cut Nautilus Shell.
1 Hippocampus.
3 White Corals.
1 Small Red Coral.
1 Small Purple Coral.
1 Cut Tooth of Elephant.
Polished Pudding Stone.
Polished Jasper, Septaria.
Polished round dark Agate.
3 Square Indian Slabs.
1 Polished Serpentine and 1 Asbestos.
2 Stalagmites.
Polished Asbestos.
3 Agates.
4 Chitons.
1 Trigonia. (Tasmania).
1 Conusterpala.
Haliotus, Rattle of Snake.
Small Madripose.
Watering Pot.
Case of Insects.
2 Shark's Teeth.

IX. MINERALS, SHELLS AND FOSSILS.

1 Collection of 100 Minerals.
1 Collection of 150 Shells.
1 Collection of 150 Fossils.
20 Large Decorative Shells.
36 Selected Minerals, (various.)
1 Diagram of British Seaweeds.
35 Recent Echine, Starfish, &c.

X. MODELS OF SAILING AND STEAM SHIPS.

Best Cutter, Number 6, rigged complete; 2 Boats and Dead Eyes.
Fore and aft Schooner, Number 5, complete; 2 Boats and Dead Eyes.
Line of Battle Ship, Number 3, rigged complete; 6 Boats and Dead Eyes.
Barque, Number 2, complete; 3 Boats and Dead Eyes.

X. Models of Sailing and Steam Ships.—*Continued.*

Paddle Steamer, No. 3, complete; 2 boats and Dead eyes.
Open Boat, No. 4, 2 sails.
Martin's Patent Anchor.
Trotman's Patent Anchor.
Common Anchor, brass stocks.

XI. Food Labels, etcetera.

Public Dietaries.
Heat Givers in Food.
Flesh Formers Food.
Mineral Matter Food.
Accessory Food.
Oleaginous Food.
Mammals used as Food.

Varieties of Sheep.
The Pheasant.
Birds used as Food.
Eggs.
Crustaceous Animals used as Food.
Mollusca used as Food.
Fish used as Food.
The Sturgeon.
Reptiles used as Food.
Insects used as Food.
Sea Weeds used as Food.

Wheat, Bread, Potato.
Beet Root, Sugar.
Barley, Rice, Maize.
Coffee, Cocoa.
Condiments, Spices, and Flavours.

Milk.
Distilled Spirits.
Wines, Beers, Acids.

Carpet Manufacturers.
Worsted Manufacturers.
Woolen Manufacturers.
Felt Fabrics.
Shoddy and Mungo.

Narcotics.
Starch, Soap.

Analysis of Water.
Analysis of Oats.
Analysis of Buckwheat.
Analysis of Coffee.

XII. Rogers American Statuette Groups in Plaster, 1868.

Taking the Oath.—A Southern Lady with her little Boy, compelled by hunger is reluctantly taking the Oath of Allegiance from a Union Officer, in order to draw rations. The young Negro is watching the proceedings while he waits to have the Basket filled for his Mistress.

One more Shot.—Two wounded Soldiers have been ordered to the rear during a Battle, but one of them is taking out a Cartridge to load up again, determined to have one more shot before leaving.

The Wounded Scout.—A Union Scout has been shot through the arm, around which he has twisted a tourniquet. He is weak and faint from loss of blood, but an escaped Slave is conducting him to his Home in the swamp. A Copperhead Snake is raising its head to strike the Negro while he is doing this friendly act.

Union Refugees.—Union Family have been driven from their Home in the South. The Father carried all the property they have saved in a bundle slung on his Gun. The little Boy is trying to console his Mother by giving her flowers.

The Country Post Office.—An old Shoemaker, who is Post-master also, has just opened the Mail-bag from the Army. He is taking a provokingly long time to study out the address of a Letter which a young Lady by his side recognizes at once as for her.

The Home Guard.—Two Females living on the border, and the only ones left to guard their Home, as the Men are all in one Army or the other, are suddenly called up by an alarm at midnight. The older one is in the act of cocking a Revolver while the other clings to her for protection.

The School Examination.—One of the School Committee has come to examine the School, and is pointing out, good-naturedly, on the Slate, the mistake the little Girl has made in her Sum, while the Teacher stands by to encourage her.

The Charity Patient.—An old Doctor is stopped in his employment of mixing Drugs by a poor Woman, who comes in to ask him what the trouble is with her Baby. She is anxiously watching the Doctor's face to learn the result of his investigation.

Uncle Ned's School.—An old Negro Boot-black is keeping School, but one of his Scholars, a mulatto Girl, has asked him a puzzling question, while a lazy little Boy is mischievously tickling his Foot, which he feels but is too much occupied to attend to.

The Returned Volunteer.—A Soldier has built a fortification with some of the Blacksmith's Tools, and also an opposing Battery with a Horseshoe and Nails, and he is showing the Blacksmith how they took the Fort.

DUTY PAID ON THE FOREGOING OBJECTS OF ART FOR THE MUSEUM.

Letter to the Minister of Customs from the Chief Superintendent of Education.

In a late interview with you on the subject of duties on certain Objects of Art intended for the Educational Museum, in connection with a School of Art and Design, under the directions of the Department, as provided by law. I beg now, according to your suggestion, to submit, through you, the whole matter to the favourable consideration of the Governor General-in-Council.

As a part of the Public School System of this Province, provision was made, not only for the establishment of a Normal School for the training of Teachers, but for a School of Art, with an Educational Museum, to provide young artist Students with Models and Copies, and also to give instructions in Drawing, Painting, Modelling, etcetera. After two attempts I have as yet failed to get a duly qualified Head Master of the School of Art and Design; but private Students and young Artists have availed themselves in considerable numbers of the helps and facilities afforded them to copy from Casts, Drawings and Paintings, while the Museum is visited by large numbers of persons from all parts of the Country, as well as Travellers from abroad.

In this branch of the System I have been guided, as far as our circumstances and small means would permit, by the example of the Government School of Art and Science and the Educational Museum in South Kensington, near London, where great numbers of Artists are educated, and where the Museum is only less attractive to the public than the British Museum. With the sum of $2,000 per annum at my disposal, I have sought to obtain Casts and Copies of some of the most attractive Objects of Art in the British and South Kensington Museums.

All the Objects of Art for our Educational Museum were admitted duty free, until last year. In order to secure the continuance of this privilege, I addressed a Letter to the Secretary of the Dominion on the 23rd of last October. I have never received an answer to that Letter.

I have caused a Memorandum to be prepared, and which I herewith transmit, containing a list of the Objects of Art which have been purchased for our Museum; and which are certainly objects of "Arts and Science," as much as any of the articles mentioned in Schedule C of "Free Goods", under the head of "Arts and Science" in the "Customs' Tariff".

The Fourth Section of the Customs Act, (31 Victoria, Chapter 44), provides that "the Governor in Council shall have power to interpret, limit, or extend, the meaning of the conditions upon which it is provided, in Schedule C, that any article may be imported free of duty for special purposes, or for particular objects, or interests".

It appears to me that, from the enumeration, under the head "Arts and Science", in Schedule C. it was intended to exempt all such objects of the Arts and Sciences as cannot be produced in the Country, and the introduction of which would be productive of Science and Art. I submit that the objects enumerated in the Memorandum which I transmit, are instructive and useful as Objects of Art and Science, and are designed wholly for public purposes.

Upon these grounds, as well as from the consideration that the sums placed at my disposal for an Educational Museum, in connection with a School of Art and Design, renders every dollar of importance, I beg that the Governor-in-Council will be pleased to make an order to remit the duties paid, or payable, on these objects, and cause them to be admitted, duty free.

TORONTO, July 9th, 1868. EGERTON RYERSON.

ENCLOSURE.—*Memorandum of the List of Objects of Art for the Educational Museum Imported by the Chief Superintendent of Education, 1867.*

The articles for our Museum upon which we have paid duty are chiefly copies of objects of Art exhibited in the Government Museum at South Kensington, London, or at the British Museum, as follows,—

I. PHOTOGRAPHS.

Twenty-eight portraits in oil, or engravings of the Tudor Family of England.

Five Hundred and Seventy-three portraits in oil of Kings, Queens, Statesmen, and Public Characters exhibited at South Kensington Museum on 1866 and 1867.

Seventy Miniature from the same.

Ten Raffaells Studies and Drawings.

Thirty Italian Sculptures.

One Hundred and Sixty Miscellaneous Pottery, Porcelain, Plate, Bronze, Jewellery, Carvings, etcetera.

II. ELECTROTYPES REPRODUCTIONS AND BRONZES.

Various copies of Silver and Gold Dishes, Bowls, etcetera.

III. FICTILE IVORIES.

Complete Set of Arundel Society's copies of Ivory Carvings.

IV. MISCELLANEOUS.

Complete Set of Arundel Society Chromo-lithograph Engravings and Literary Works, Models of Gymnasia, etcetera, Stationery for Department.

V. METAL SHOW-CASES.

A Set for two long Rooms of White Metal Show-Cases, etcetera.

On the foregoing the amount of $206.12-100 duty has been paid. On the Glass for the above Show-Cases, and other things now on their way from England, the probable duty will be about $200 more.

TORONTO, July, 1868. J. GEORGE HODGINS, Deputy Superintendent.

CHAPTER III

PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, 1867.

January 8th, 1867. The Vice Chancellor presented the Report of the Committee, to whom the Memorial of Mr. Alexander Brown had been referred, by which the Committee, while expressing the regret that an increase of Salary could not be granted, would inform him that the Senate will be glad to retain his services so long as he feels that he can consistently, with due regard to his own interests, continue to render them at the present remuneration.

Moved by the Vice Chancellor, seconded by the Reverend Doctor John McCaul, That the said Report be received and adopted. (Carried).

The Vice Chancellor presented a Report on the case of several Students, who had applied for a modification of certain of the Regulations of the University which had reference to their special cases. On consideration of the Report, the Senate directed that its decision in each separate case be communicated to the Students concerned.

Moved by the Vice Chancellor, seconded by the Reverend Doctor McCaul, That this proposal be acceded to and acted upon in each case under consideration. (Carried).

Moved by the Vice Chancellor, seconded by Doctor John McCaul. On motion, the Examiners for the present year were appointed. (Carried).

Moved by the Vice Chancellor, seconded by Doctor Aikins, That the Statute relating to the Starr Medals be read a second time and passed. (Carried).

April 23rd, 1867. Doctor Wilson gave notice that at the next Meeting of the Senate he would introduce a Resolution to provide for the proper record and commemoration of Benefactors and their Gifts.

May 7th, 1867. Read a Letter from the Reverend Professor Hincks, inviting the attention of the Senate to the position now occupied by Botany in the Curriculum for Medicine.

Moved by the Vice Chancellor, seconded by Doctor John McCaul, That the Communication of the Reverend Mr. Hincks, Professor of Natural History, suggesting that Botany be one of the subjects of Examination for Matriculation in Medicine, be referred to a Committee consisting of the Vice Chancellor, Doctor McCaul, Doctor Wilson, Professor Croft, Doctor Aikins and Mr. J. H. Morris, and that such Committee have also power to report on the whole Curriculum in that Faculty.

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Report of the Vice Chancellor on the result of the Examination in the Faculty of Medicine for the year 1867, be received and adopted. (Carried).

Moved by Doctor Wilson, seconded by Doctor McMichael, That the Vice Chancellor, the Reverend Doctor John McCaul, Doctor McMichael and the Mover, be a Committee to consider whether it is desirable to make any change on the Hoods and other academic costume, with a view to preserving the distinctive character of the Graduates of this University.

Doctor John McCaul gave notice that at the next Meeting of the Senate he would introduce a Statute for the purpose of admitting Professors Hincks and Chapman to the special Examination for Degrees in Laws,—the said Professors having already filled Chairs in British Universities, the Degrees of which are recognized by this University.

May 31st, 1867. The applications of several Students were considered by the Senate, and the decision in each case was directed to be communicated to them.

The Vice Chancellor introduced a Report of the Library Committee, recommending that the Senate pass a Statute to appropriate the sum of Two thousand dollars for the purpose of additions to the Library, such sum to be paid out of any surplus that may be available for this object from the amount of the appropriation for University purposes from the Endowment Fund for the Financial year expiring on the 30th of June, 1867. The Vice Chancellor introduced a draft of Statute based upon the above Report.

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Senate, dispensing with any preliminary notice, the Statute entitled: "A Statute respecting an appropriation for the Library," be read a first time. (Carried).

June 3rd, 1867. The Vice Chancellor presented his Report upon the results of the Examination in Law, Arts and Civil Engineering in which several recommendations for Medals, Scholarships, and Prizes were made and which were approved.

Moved by the Vice Chancellor, seconded by Doctor John McCaul, That the Report just read be received and adopted. (Carried).

June 6th, 1867. Moved by the Vice Chancellor, seconded by Doctor John McCaul, That the Statute respecting an appropriation to the Library be read a second time and passed. (Carried).

The Senate then adjourned to the Convocation Hall where Degrees were conferred, Medals and Scholarships granted, and Scholars admitted, as recorded in the Book of Convocation.

October 1st, 1867. There not being a quorum present the Senate adjourned.

October 4th, 1867. Several application from Students for a modification of the Regulations in their respective cases, were considered, and the decision of the Senate in each case was directed to be communicated to them.

The Vice Chancellor presented the Report of the Directors of the Magnetical Observatory, shewing a balance of $1,040.55 in his hands, and requesting the sanction of

the Senate to the publication in a single Volume of the Magnetical and Meteorological results from January, 1863, to December, 1867, for which purpose the balance in hand will be more than sufficient.

Moved by the Vice Chancellor, seconded by Doctor John McCaul, That Mr. Alexander D. Cruickshank, an Undergraduate of the University of McGill College of the Third Year's standing be admitted to the standing of the Second Year in Faculty of Arts in this University, and that Mr. Heber Archibald, a Student of the First Year in the University of Bishop's College, Lennoxville, be admitted to the same standing in this University in the Faculty of Arts; also that Mr. Hugh J. Macdonald, (Son of the Honourable John A. Macdonald,) a Student of the Third Year in the University of Queen's College, Kingston, be admitted to the same standing in the Faculty of Arts in this University. (Carried).

Mr. John Killmaster, a Student of the Second Year was, on his application, as approved, admitted to the standing of the Third Year in the Faculty of Arts.

The Vice Chancellor presented his Report upon the result of the recent Matriculation and supplemental Examinations, by which it appeared, that there was no Candidate for Matriculation in the Faculty of Law.

In the Faculty of Medicine nine Candidates offered, all of whom passed.

In the Faculty of Arts for the Junior Matriculation twenty-seven Candidates offered, of whom twenty-two passed, and five were rejected.

For the Senior Matriculation four Candidates presented themselves, all of whom passed.

In the Department of Civil Engineering, one Candidate presented himself and passed.

In the Faculty of Medicine there was no recommendation for the Scholarship.

In the Faculty of Arts the several recommendations for Scholarships were made and approved.

Several Students passed the required Supplemental Examinations in their respective years.

Moved by the Vice Chancellor, seconded by Doctor John McCaul, That the Report of the Vice Chancellor on the Matriculation and Supplemental Examinations be adopted. The Scholarship for Mathematics in the Senior Matriculation Examination, not having been taken, is reserved for the General Proficiency Class in the next succeeding Examination for the first year. (Carried).

The Vice Chancellor gave notice of intention to move at the next Meeting of the Senate, the first reading of a Statute to increase the Salary of the Reverend Mr. Schluter, Teacher of German and French in Upper Canada College, by the sum of One hundred dollars per annum, and that such increase do take effect from the first day of July last. And also that the Senate do recommend to His Excellency, the Visitor, to appoint Mr. Schluter one of the regular Masters of the College.

The Vice Chancellor gave notice that at the next Meeting he would move that Mr. Robert McKim be appointed the Bedel of the University.

Moved by the Vice Chancellor, seconded by Doctor Jennings, That the Report of the Directors of the Magnetic Observatory be referred to the Observatory Committee to report upon. (Carried).

Moved by Doctor W. T. Aikins, seconded by Doctor McCaul, That the Committee appointed during the last Session of the Senate to consider and report upon various questions connected with the Faculty of Medicine, be re-appointed, with instructions to report upon the different questions referred to said Committee. (Carried).

CHAPTER IV.

PROCEEDINGS OF THE CHURCHES ON UNIVERSITY MATTERS IN 1867.

I. The Methodist Church, Representing Victoria University, 1867.

Proceedings of the Victoria College Board of Trustees.

May 2nd, 1867. The President of the College laid before the Board the University Calendar for the year.

Application having been made by the "Institut Canadien" for affiliation, or connection, with this University, and Mr. Joseph Doutre of that Institution having been deputed to lay the case before the Board, Mr. Doutre was introduced and addressed the Board on the subject. After some conversation, it was moved by Doctor W. H. Brouse, seconded by Reverend John Borland, and,—

Resolved,—That the application of the "Institut Canadien" for association with this University be received and entertained.

Moved by the Reverend Doctor S. D. Rice, seconded by Mr. William H. Beatty, that Messieurs Dean, Britton and Kerr be a Committee to draw up a By-law for establishing through the "Institut Canadien," a Faculty of Law and a Faculty of Arts in the City of Montreal, and to report to this Board. (Carried).

Some discussion having taken place in reference to the Course of Study in Arts, it was,—

Resolved,—1. That the Faculty be directed to insert in the Calendar a statement, informing the Public that the Matriculation of the University of Toronto is accepted as an equivalent to the ordinary Matriculation in this University. 2. That the Curriculum, printed in the University Calendar, be the Curriculum for the ensuing year, and that the subject of any change be deferred to the next Meeting of the Board.

Moved by the Reverend Doctor S. D. Rice, seconded by the Reverend Doctor L. Taylor, and,—

Resolved,—That the Financial Statement, laid before the Board by the Bursar, be accepted.

The Bursar also laid before the Board a Letter and an Account from Mr. William G. Storm of Toronto, asking payment for certain architectural Designs prepared by him.

After some conversation, and reference to the Letters and Reports of the Reverend William Scott, it was moved by the Reverend S. D. Rice, seconded by Doctor W. H. Brouse, and,—

Resolved,—That the Board did not authorize any one to procure plans for any additions to the University of Victoria College at Cobourg, and, therefore, refer Mr. W. G. Storm to any person who may have ordered the same.

A Letter from the Reverend John Ryerson, requesting the Board to take back his Scholarship, and allow him something for it upon the claim the College has against him, having been read, it was moved by Mr. J. H. Dumble, seconded by Reverend J. Borland, and,—

Resolved,—That the Reverend John Ryerson's note for $100, now in our possession, be returned to him in consideration of his giving up his Scholarship for cancellation.

The Reverend George Robson presented his Report as Agent of the College, for the past year. It was moved by Reverend R. Jones, seconded by Mr. William H. Beatty, and,—

Resolved,—That the Reverend George Robson's Salary for the three quarters of the year, be $200. A vote of thanks was tendered to Mr. Robson for his faithful and efficient services as Agent.

Moved by Doctor John Beatty, seconded by Mr. J. H. Dumble, and,—

Resolved,—That whereas it has been made to appear to this Board that the sphere of usefulness and influence of this University would be greatly extended by the establishment of a Faculty of Arts, and a Faculty of Law, at Montreal, and whereas, the "Institut Canadien" has expressed a desire to have such Faculties established by this University in connection with that Corporation, upon a basis submitted, therefore, it is expedient that this University establish a Faculty of Arts and a Faculty of Law at Montreal in connection with the "Institut Canadien."

Mr. B. M. Britton, on behalf of the Committee appointed for that purpose, reported a By-law for the establishment and Regulations of the above Faculties. It was moved by Mr. Britton, seconded by Mr. William R. Dean, and,—

Resolved,—That this By-law be adopted by this Board, and that it be signed by the Chairman and Secretary, and attested by the Corporate Seal.

It was moved by Doctor John Beatty, seconded by Reverend John Borland, That the Financial Statement of the Treasurers, as to the payment of the College debt, be accepted, and that the thanks of the Board be presented to the Treasurers for their services during the year. (Carried).

It was moved by the Reverend R. Jones, seconded by the Reverend G. R. Sanderson, and,—

Resolved,—That the Junior Class, which has made certain complaints relative to Professor Kingston, be desired to meet this Board at its next Session, and to make their complaints before the Board in the presence of the Professor, who shall also have the privilege of replying thereto in the presence of the Class.

The Members of the Junior Class were permitted to lay their complaint before the Board and to read certain Letters received by them from Alumni. After which Professor Kingston proceeded to reply, and to read a number of Letters received by him from Medallists and prominent Students in reply to his own Letters and a Circular issued on the subject by Mr. David Dumble. It was moved by Mr. W. R. Dean, seconded by the Reverend J. B. Howard, and,—

Resolved,—That the Graduating Class be requested to come before the Board, that their statements in this case might be heard.

The newly Graduating Class then came before the Board, and gave evidence in regard to Professor Kingston's teaching, after which they retired. The Board having deliberated on this case, as thus laid before them, the following Resolutions were finally adopted:—

1. That the Board much deplore the dissatisfaction which has been expressed by the Junior and Senior Classes under the teaching of Professor Kingston, yet, after a patient hearing of the allegations made, and of the testimonies in his favour from Honour men and Medallists for several years past, the Board are of opinion that sufficient proof has not been adduced to justify extreme measures affecting his position in the University.

2. To meet the difficulty, thus created, the Board will make such arrangements in the distribution of the work in the teaching department, as may produce greater harmony in the different Classes of the University.

The following draft of a By-law was laid before the Board:—

Copy of By-law in regard to a Faculty of Arts and also of Medicine in Montreal.

Whereas, it has been declared expedient by this University to establish a Faculty of Arts and a Faculty of Law at Montreal, in connection with the "Institut Canadien," therefore, be it enacted:—

1. That the University of Victoria College establish a Faculty of Arts and a Faculty of Law at Montreal in Lower Canada, in connection with the "Institut Canadien."

2. That the nomination of the Professors and Examiners in the respective Faculties at Montreal shall be with the "Institut Canadien," but the appointment of such Professors and Examiners shall be with the Board of this University, and the Professors, thus appointed, shall be Members of the Senate of this University.

3. The Matriculation and Curriculum in each Faculty shall be such as this University shall prescribe.

4. The graduation Fee shall be paid to this University.

5. All expenses connected with the management of these respective Faculties, including the Salaries of the Professors shall be borne by the "Institut Canadien."

6. The Board of this University shall have the power to appoint Visitors and Examining Inspectors, who shall visit the Departments of Art and Law at Montreal from time to time, with a view to satisfy the Board of their thoroughness and efficiency, and all expenses incurred in such visitations and examinations shall be borne by the "Institut Canadien."

7 The "Institut Canadien" shall have the power to fix the Fee to be paid by each Student on Matriculation, and shall collect such Fees for its own benefit.

8. On receiving a Certificate of the President of the "Institut Canadien" that any Student has undergone a successful examination, and is entitled to the Degree of Bachelor of Arts, or Bachelor of Laws, from this University, the Senate of this University may, without further examination, admit such Student to such Degree, by his first paying to the Bursar of this University a Fee to be hereafter fixed by Resolution of this Board.

9. The Degrees on Candidates from this Department of Arts and Law at Montreal shall be conferred at the usual Convocation of the University.

10. By giving one year's notice, either the University of Victoria College, or the "Institut Canadien," may terminate this connection, and cancel the establishment of these Faculties of Arts and Law at Montreal. Passed this second day of May, 1867.

June 5th, 1867. The Annual Conference Meeting of the College was duly constituted by calling the names of more than forty Members of Conference, who answered to their names.

June 13th, 1867. The Bursar of the College, Mr. William Kerr, presented to the Meeting, and explained the Financial Statement for the past year.

The Reverend Richard Jones, Co-Treasurer, presented a full report of matters connected with the closing up of the effort to liquidate the College debt, as well as of the general progress of the Institution during the year.

The Report was accepted, and ordered to be published in the *Christian Guardian* and in the Minutes of Conference. The Report of the Bursar was also adopted.

The Report of the Auditors was read by the Reverend W. S. Griffin and adopted.

The thanks of the Annual Meeting were tendered to the joint Treasurers for their services during the year and for their admirable Report.

The President of the College introduced to the Meeting Mr. T. C. Livingstone, Inspector of the Commercial Union Assurance Company of London, England, who made a proposal to the Conference to give 10% of all premiums received on insurances of connexional Property in the said Company.

A Resolution was presented for the acceptance of such a proposal and for nominating a Committee to secure the concurrence of the Trustee Boards of the Churches in the various localities of the Province. After some conversation on the subject, the Resolution was left over for the action of the Conference.

The Reverend D. B. Madden, the Reverend Thomas S. Keough, and the Reverend W. S. Griffin, were appointed Auditors for the ensuing year.

It was moved by the Reverend Doctor Wood, seconded by the Reverend Doctor Jeffers, and,—

Resolved,—That a carefully prepared list of all subscriptions and donations which have contributed for the relief of the College and for the extinction of the debt upon

Victoria University, shall be printed, with a report of the commencement and successful effort put forth for the accomplishment of the measure, and that a copy of such report shall be forwarded to every Subscriber and Donor to this generous movement.

July 22nd, 1867. The Secretary read a Letter from Professor Kingston, asking to be heard before the Board in case the Board should contemplate any permanent change in his position.

It was moved by the Reverend G. R. Sanderson, seconded by the Reverend Doctor E. Wood, That in view of the Resolutions adopted at the last Meeting of the Board, relative to the redistribution of the classes, (in the Mathematical Department,) the Board is of the opinion that no change will be satisfactory, or meet the wants of the College, unless such change be of more than a temporary character. Before putting this Resolution Professor Kingston was requested by the Board to make some statements, in regard to the matter under consideration. After some general conversation on the subject, the above and the following Resolutions were unanimously adopted.

1. Moved by the Reverend G. R. Sanderson, seconded by Doctor Lavell, and,—

Resolved,—That, while in the judgment of this Board, temporary provision should be made for the higher branches of Mathematics for the ensuing year, immediate steps be taken to secure the services of a Professor of Mathematics, who shall enter upon his duties at the commencement of the Session of 1868.

2. Moved by the Reverend Doctor S. D. Rice, seconded by the Reverend Doctor Nelles, and,—

Resolved,—That no readjustment of Classes shall involve a diminution of the Salary of Professor Kingston for the ensuing year.

3. Moved by the Reverend Richard Jones, seconded by the Reverend L. Taylor, and,—

Resolved,—That, on the appointment of a new Professor of Mathematics, the status and designation of Professor Kingston be that of Adjunct, or Associate, Professor of Mathematics.

The Reverend Richard Jones and Mr. William Kerr, M.A., were appointed Treasurers for the ensuing year.

The Members of the Board residing in Cobourg were appointed a Committee on Finance and Repairs.

Doctor John Beatty and Mr. J. H. Dumble, LL.B., were appointed Auditors.

The Secretary read a Communication from the Trustees of the Cobourg Grammar School, proposing an affiliation of that School with the Grammar School of Victoria College.

The President of the College having explained more minutely the nature and probable effect of the proposed affiliation, the following Members of the Board were appointed a Committee, with full powers to act in regard to the whole matter. The Chairman of the Board, the Co-delegate, the Reverend G. R. Sanderson, Doctor Lavell, and the Members of the Board residing in Cobourg.

It was subsequently agreed that the Members of the Board residing in Cobourg should attend to the business, unless, in the judgment of the President of the College, it should be necessary to convene the larger Committee.

The Reverend Richard Jones having called attention to the case of the Marmora Lot, and read some communications on the subject, it was moved by the Reverend G. R. Sanderson, seconded by the Reverend Doctor Anson Green, and,—

Resolved,—That the Co-Treasurer be directed to proceed to Marmora and inquire into the state of the Property, and make such disposition of the Land as in his judgment may seem best.

Moved by the Co-delegate, seconded by the Reverend L. Taylor, and,—

Resolved,—That the Treasurers of Victoria College obtain a deed of the Lot in Hungerford from Doctor J. B. Aylesworth to the Trustees of the College.

Moved by the Reverend G. R. Sanderson, seconded by the Co-delegate, and,—

Resolved,—That the President of the College, the Reverend Doctor Ryerson, and Mr. William Kerr, M.A., be authorized to act in behalf of the Board, in securing the services of a suitable Professor of Mathematics, according to the Resolutions already passed.

The Secretary of the Board presented a Communication from the "Institut Canadien," signifying the acceptance, on behalf of that Body, of the By-law passed by this Board at its last Meeting.

The Secretary also presented a Letter from Doctor Peltier, complaining of the refusal of Doctor Strange, the Registrar of the Medical Council, to register the recent Graduates of the Medical Faculty at Montreal, except in the case of Residents of Upper Canada.

The communication of Doctor Peltier was referred to a Committee, consisting of the President of the College, Doctor W. H. Brouse, Doctor M. Lavell and the Reverend G. R. Sanderson.

Moved by the Reverend G. R. Sanderson, seconded by Doctor Lavell, and,—

Resolved,—That the graduation Fee in each Medical Faculty of the University be $30—one-third of which shall be appropriated to the Medical Department to meet contingencies, the remaining two-thirds of each Fee being paid to the Bursar prior to graduation.

Moved by the Reverend G. R. Sanderson, seconded by the Co-delegate, and,—

Resolved,—That, in view of other applications and information received by this Board on the subject of the insurance of connexional Property, the Board would respectfully suggest to the Committee appointed by the Conference not to complete at present any agreement.

The Secretary of the Board was directed to furnish Professor Kingston with a copy of the Resolutions passed in his case.

The Finance Committee were directed to settle with the Reverend George Robson, Agent of last year, allowing him his disciplinary Salary and expenses during the year.

Report of the Audit Committee of Victoria College, 1867.

May 3rd, 1867. Your Committee on College affairs have endeavoured faithfully to do the work assigned to them at the last Conference Annual Meeting. They considered that their work was not simply to audit the Receipts and Expenditures, but to take under their observation all the financial transactions of the College during the year; with a view to this, they have examined the records of the several Meetings of the Board, the character and number of the Books in the College Library, the Cabinet of Geological Specimens and Minerals, together with the general condition of the College property.

They have inquired into the necessity of the repairs that have been made, and the expenses, which these repairs have involved. They have investigated minutely the details of the ordinary expense account so as to ascertain whether proper economy is observed in the regular working of the Institution; and they are pleased to find that the result of this annual review of the College affairs is in every way satisfactory.

The outlay for repairs during the current year has been considerably larger than usual, but your Committee think that it was not only justifiable, but absolutely necessary. Property of that kind in use for so many years must necessarily require more, or less, renewal every year, to prevent it from falling into complete decay.

The Books of the Bursar have been clearly and correctly kept; the Vouchers carefully preserved, and the Balance Sheet appears to the Committee to be a fair and honest statement of the financial business of the year.

The Graduation Fee Fund has been fully employed in the purchase of Books for the College Library. The Vouchers were presented, and the Books examined, and the Committee are satisfied that the purposes of the trust have been faithfully executed.

Whether the receipts are equal to the expenditure, or whether the Institution can be carried on in the future with its present resources, are questions which can only be intelligently considered by the Annual Meeting, when the Annual Report is reliable as a full and complete statement of facts,—and the Committee desire to say that they are well convinced that such a statement is furnished in the Balance Sheet for 1866 and 1867.

D. B. Madden.
W. L. Griffin, Secretary. } Auditors of the College Accounts.
Thomas S. Keough.

Toronto, June, 1867.

II. The Presbyterian Church (of Scotland), Representing Queen's University, 1867.

Proceedings of the Synod of the Presbyterian Church (of Scotland) in Canada.

Report of the Trustees of Queen's College.

June 6th, 1867. The Annual Report of the Board of Trustees of the University of Queen's College was presented by Principal Snodgrass and read. Whereupon, after due deliberation, it was moved by Mr. William Bain, seconded by the Reverend Doctor John Jenkins, and passed unanimously, That the Synod receive the Report; recognize anew the claims of the College upon the prayerful encouragement and pecuniary support of the friends of the Church, by reason of the highly important services which it continues to render, and specially commend the example of such support as set by Mr. George Michie, of Toronto, and by Mr. Edward H. Hardy, of Kingston, to those whom God has blessed with an abundance of worldly substance. The Board record the hope that the change recently made in the Medical Department may be productive of the best results; approve of the solicitude which is exercised in making Scholarships and Bursaries a stimulus to diligence in study, and an honourable reward of successful application; sympathize with the Trustees in their proposal to institute an additional Professorship in the Theological Department, and heartily desire that they may soon be enabled to have it carried into effect; concur in the propriety of calling particular attention to the urgent necessity, which, in present circumstances, is laid upon the Church to employ every effort towards obtaining a larger supply of able and diligent Ministers; heartily sanction the plan of visitation by which the Principal and Profesors propose to assist in the attainment of this end; and earnestly exhort Office bearers and Members in the Districts, which may be visited, to forward the views of the Deputation by all the means at their command.

Scholarship and Bursary Scheme.

June 7th, 1867. The Report of the Committee on the Bursary Scheme, having been called for, was presented by Principal Snodgrass and read. Whereupon, it was moved by Mr. George Bell, seconded by Mr. Dennistoun, and passed unanimously, That the Synod receive the Report; record their gratification at the growing interest taken in the Scheme; adopt the suggestion made by the Convener that it be henceforth designated the "Scholarship and Bursary Scheme;" renew their approval of the principle on which Scholarships and Bursaries are severally awarded by examination; concur in the representations contained in the Report, respecting the great importance of the Scheme,

and the desirableness of augmenting the amounts paid to successful Candidates, arising from the increased expenses of attendance at College; earnestly recommend Ministers, when explaining the nature of the Scheme on the day appointed for the annual collection in behalf of it, to invite the prayerful co-operation of their Congregations in the furtherance of its objects; and they re-appoint the Committee, with the Reverend Professor James Williamson as Convener.

June 10th, 1867. The Synod called for the Report of the Committee appointed to codify existing enactments and resolutions of Synod affecting Students for the Ministry, which was given in and read by Principal Snodgrass. The Synod received and adopted the Report; declared the Consolidating Act submitted by the Committee to be in force for one year, as an Interim Act; and transmitted it to Presbyteries for consideration, requesting them to report their opinions thereon to the next Annual Meeting of this Court.

The Synod requires of every Person intending to become a Candidate for the Ministry,—

That, before entering College as a Student in Arts, he shall appear before the Presbytery within whose bounds he resides, or a Committee appointed by the Presbytery; submit to an examination on the ordinary branches of Education, and the subjects prescribed by the College for Matriculation; and obtain a Certificate of proficiency therein, as also of good moral and religious character, which Certificate he shall present to the Authorities of the College, when he applies for admission.

That he shall appear at the Synod and undergo such an examination as the Synod may appoint on the following subjects:—

(1) Latin,—Odes of Horace, Books First, or Third.

(2) Greek,—Acts of the Apostles, and Homer's Iliad, Books I, III, or VI.

(3) Philosophy,—Stewart's Moral Philosophy.

(4) Church History,—Wharey's Church History; History of the Church of Scotland.

(5) Biblical Criticism,—Angus' Bible Hand Book, 4th Chapter, Rules of Interpretation.

(6) Hebrew, etcetera,—Psalms, I.-XXV.; Daniel, 2nd and 3rd Chapters.

(7) Divinity,—Paley's Evidences; Butler's Analogy; Hill's Theology, (the Evidences excepted).

(8) Homiletics, etcetera,—A written Exercise in Composition, on a skeleton Sermon on a prescribed text.

Annual Report of the Trustees of Queen's University and College.

The Trustees of Queen's College, in once more presenting their Annual Report to the Synod, would, in the first place, notice one or two important changes which have taken place during the year.

A majority of the teaching staff of the Medical Faculty, with other professional Gentlemen, was incorporated by an Act of last Session of Parliament, under the name of "The Royal College of Physicians and Surgeons of Kingston." Upon the passing of this Act, and after friendly negotiations with these Gentlemen, by conference and otherwise, the Board discontinued the teaching of Medical subjects in the College, and, upon the application of the Royal College, affiliated it with the University. By the articles of affiliation, Students of Medicine are admitted as Undergraduates of the University, on passing a Matriculation Examination appointed by the Senate, and are enrolled as such in the University Register. The Royal College did not apply for the power of conferring Degrees, and Undergraduates in Medicine are promoted to the rank of Graduates after professional Examinations at the instance of the College Senate. This alliance preserves a close connection between the past history of Medical education at Kingston, and the present arrangements for its continuance. Without any expense to the University, but for an annual rent, as hitherto, facilities for the teaching of

Medicine are given to the Royal College in the University Buildings. The Authorities of this new Institution expect to be able to procure a suitable Edifice of their own by the beginning of the Session after next, when the Rooms now occupied by them will be used for the purposes of Queen's College, for which they are very much required, owing to the inadequate, and, in many respects, unsuitable accommodation afforded by the original Buildings. In these Rooms the Library, now rapidly increasing, and the contents of the Museum, can be placed to much greater advantage than in the small and subdivided apartments where they are at present.

This change, which, when proposed, was not acceptable to the Members of the Medical Faculty, who would have preferred to remain in immediate connection with the University, as it had been felt to be an advantageous one, while it relieved the Board of many responsibilities, and of a variety of business, the transaction of which was often times a duty, both delicate and difficult, it also effectually disposed of all doubts as to the legality of the status of Professors in the University. The Royal College had a very successful Session, eighty-seven Students having been registered as in actual attendance, and there was good reason to believe that there was a prosperous future before it.

Another change to be noticed is the resignation of Mr. Joseph A. Allen, Lecturer on the important subject of Civil History. Mr. Allen did not discharge any of the duties of his office before he saw the propriety of placing his resignation in the hands of the Board. This Lectureship has never had any Salary attached to it, and it may be difficult to supply the vacancy which has occurred.

The Trustees deem it proper to allude to the Kingston Grammar School, because of its connection with the University as an affiliated Institution. Some years ago the Preparatory School of Queen's College was united with it. By the articles of affiliation, the Professors in the Arts Department of the College are Visitors of the School, Scholarships founded by private liberality are competed for by Pupils belonging to it, and are enjoyed by the successful Candidates during the first year of the College Course in Arts. The teaching staff consists of a Rector—Mr. Samueal Woods, who is a Graduate of the University of Toronto, and a Member of St. Andrew's Church,—a Mathematical Master, and an Assistant Classical and English Master. There are also arrangements by which instructions are given in Drawing and in Military Drill. The Scholars are exclusively Grammar School Pupils, being admitted to that rank after an examination by the Government Inspector of Grammar Schools. The Inspector reports the Institution to be second to none of its class in Upper Canada in respect to efficiency, while the emoluments of the Teachers are not equalled by any. The Boys in attendance number 71, and, in October last, the Synod sent seven of its Intrants to College. During this Session, ten of the Prize and Honour men in the Arts Department, including the most distinguished Students of the first and second years, were from this Institution, while, for several years, some of our most diligent and successful Students have come from it.

With respect to the attendance at Queen's College, the Registrar shows 34 Students in Arts, and 15 in Theology. Of the former 10 have declared themselves to be Students having the Ministry in view, and it will be gratifying to the Synod to learn that the two most distinguished Graduates of the year, both of whom carried very high honours, are of that number. The four who will appear before the Synod as Candidates for License will, it is believed, prove a valuable accession to the ranks of the Ministry. They have all been faithful Students, and should they carry into the pastoral office the same habits of attention and perseverance which they have maintained throughout their College Course, they will, with the blessing of the Master, whom they are engaged to serve, prove to be workmen who need not be ashamed. Another very good Student, who is a Master of Arts, and who would have finished his Theological Course this Session, was obliged, after a partial attendance, to return home on account of ill-health.

The Trustees cannot refrain from adverting here to a subject which must be of the greatest interest to your Reverend Court. The number of Students offering for the

Ministry is far short of the Church's wants. It bears a very inconsiderable proportion to the number of vacancies within the bounds of the Synod. On the part of young men, or their Parents, or both, with whom expense would be a secondary matter, there is obviously a growing unwillingness to come forward to the help of the Church. This state of things demands the most serious consideration, and the Trustees hope that the Synod will be able to devise measures by which it may be to some extent remedied. It is not peculiar to our Branch of the Church, for, by almost all Denominations of Christians, both in the Old World and the New, it has been, during the past year, specially noticed and lamented. It is the duty of every ecclesiastic organization ,within its own sphere, and by its own activities, to exert itself to the utmost, to find a larger supply of able and diligent Ministers. Judiciously directed efforts on your part ought to effect some improvement; and with no small confidence in the wisdom of your counsels, we solicit your interposition, for the purpose of influencing the Members of Synod, Ministers, and Elders, in their several Districts, to use their utmost endeavours to induce pious and talented young men to give themselves to the Ministry. In the entire absence of such encouragement and prospects, as usually decide the choice of a profession, all attempts of this kind are necessarily beset with difficulties; but if, in accordance with our firm belief, the Pastoral Office is the most dignified and useful, to which mortals can aspire, arguments fitted to imbue the susceptible minds of the young with the spirit of this conviction may be easily found. Until the Office-bearers of the Church have done what they can to urge fairly and earnestly such arguments, there can be no reason for concluding that the case is a desperate one, and as little reason for thinking that our duty, with reference to it, has received the attention which it deserves.

This subject is more readily introduced, because of a strong representation made by the Senate to the Board of Trustees with regard to it. The Members of the Senate have prepared a Scheme, in accordance with which they propose to visit personally, during the ensuing College Vacation, a considerable number of the Churches within the bounds of the Synod. This visitation will have for its object, generally, the awakening of a fresh interest in the College and the ends for which it was founded, and particularly the presenting of the claims of the Gospel Ministry with special reference to the wants of the Church. The Trustees feel assured that the Synod will regard this proposal with favour, and will give it all the sanction of their authority, and that the Ministers and other Office bearers in particular charges will offer every facility in their power in order to give effect to it.

Most careful attention continues to be given to the provision and administration of means for the assistance of deserving Students, particularly those who have the Ministry in view. For the purpose of promoting the attainment of a higher order of merit, as well as suitably rewarding those who successfully strive after it, the minimum qualication for holding Scholarships has been considerably raised, and the honour of obtaining them has been thereby enhanced. The Trustees refer to the Calendar for full information respecting the terms on which Scholarships and Bursaries are awarded, and they specially commend the example set by the Presbyteries of Kingston and London, each of which has instituted a Bursary, reserving the right of recommendation for the enjoyment of it subject to the condition on which all Bursaries are awarded by examination. It is quite certain that Presbyteries adopting this mode of supporting the Bursary Scheme of the Synod will bring their influence and authority to bear directly upon particular Congregations towards the securing of regular contributions, will find in it a special reason for inducing, from time to time, at least one young man to devote himself to the Ministry, and will be led to take a lively interest in his welfare and success during the prosecution of his studies. In connection with this subject the Trustees have the greatest gratification in mentioning the liberality of Mr. Edward H. Hardy of Kingston, in founding a Scholarship for open competition, of the annual value of fifty dollars, in addition to the close Scholarship of the same value founded by him last year.

A very large number of valuable donations to the Library has been received since the date of last Report. Of these the Trustees desire to make grateful acknowledgment.

The Executors of the late Mr. George Michie of Toronto have paid to the Board his legacy of $2,000, of which it has been resolved to make a permanent investment under the name of "The Michie Bequest."

The Trustees have long been convinced of the importance of instituting an additional Professorship in Theology, for the purpose of securing a better distribution of the labours connected with that Department. The attainment of this object they keep steadily in view in the expenditure of the Funds of the Institution, and have represented the urgency of the project to the Colonial Committee of the General Assembly of the Church of Scotland, with which there has been encouraging correspondence.

The Treasurer's Financial Statements, duly audited and approved by the Board, are herewith submitted. They give full details as to the financial position of the College. Last year the Board had the pleasure of reporting a considerable reduction in the general expenses. The statement of ordinary Revenue and Expenditure now presented shows a still further reduction of $257.36, although heavy repairs, which were much needed, and which have both improved the appearance of the Buildings and increased their security against the influences of the weather, had to be effected at a cost of $352.21, greater by $161.28 than the outlay of the preceding year for the same purpose. The other items of general expenditure are of such a nature that very little reduction is possible to even the most rigid economist. The Balance Sheet shows $754.09 at the credit of the College in the Commercial Bank. Against this sum have to be placed liabilities amounting to $1,003.42, giving a deficit of $249.09, less than that of last year by $217.42. It is so far gratifying that the financial condition of the Institution has slightly improved since this time last year. The Trustees, however, regret that they have no funds at their command for the purpose of increasing those appliances which, in the various Departments of instruction, would be of essential service to both Professors and Students, and would materially extend the usefulness of this Seat of Learning in the attainment of the great ends for which it was originally founded. Keeping these ends constantly in view, they can only hope that, amongst its friends, there may spring up that spirit of liberality which, in recent times, has contributed very largely to the extension and efficiency of similar Establishments in other Countries.

Copies of the Calendar for next Session will be sent to the Synod for distribution among its Members. All announcements contained in it will be rigidly adhered to. Particular request is made that those who receive it will give information as to its contents to parties to whom such information may be useful.

KINGSTON, 25th April, 1867. JOHN HAMILTON, Chairman.

Statement of the Ordinary Revenue and Expenditure of Queen's College at Kingston for the Year ending 10th April, 1867.

Revenue.

Government Grant	$5,000 00
Grant from the Colonial Committee of the Church of Scotland, $300 Sterling	1,463 34
Temporalities' Fund	2,000 00
Dividend 6 per cent. per annum on 320 Shares Stock in the Commercial Bank of Canada	1,920 00
Interest on Mortgages and Bank deposits	845 17
Fees—Class and Graduation, balance	870 40
Rent of Medical Hall, 9 months	187 50
	$12,286 41

Expenditure.

Salaries	$10,522 50
Repairs, Taxes, etcetera	1,539 49
Balance, surplus	224 42
	$12,286 41

KINGSTON, April 15th, 1867. W. IRELAND, Secretary and Treasurer.
Audited and found correct as per separate certificate.

JAMES RIDDELL.
KINGSTON, April 20th, 1867. JOHN CREIGHTON.

Report of Bursary Scheme for the Year ending 22nd of May, 1867.

The financial aspect of the Scheme is in some degree improved since last Report, when a balance of only $121 remained to meet the first payments of the Session, whereas now the balance in hand for the same purpose is $287.17. The increase in the number of Congregations contributing is also gratifying. Last year the number was 39. This year it is, including the Kingston and London Presbyteries, 50, or 11 more. Still, however, more than one-half of its Congregations have failed in complying with the recommendations of the Synod, and this we shall briefly endeavour to shew is a serious evil, and a great hindrance to the prosperity and extension of our Church.

The beneficial influence which the Scholarships and Bursaries, under the management of your Committee, have in securing a high standard of literary and theological attainment, (not even a Bursary being awarded, except a fourth at least of the marks in each subject at the University Examinations be reached by the Candidate), is, of itself, of very great importance. They are not only, however, extremely valuable in this respect. They are now become still more absolutely necessary, in order that the supply of Ministers for our Church may be maintained and augmented.

Your Committee, before concluding this Report, beg leave to suggest that, as part of the Funds of the Scheme is, with the sanction of the Synod, awarded as Scholarships, and the Presbyteries of Kingston and London, and the Congregation of St. Paul's, Montreal, give their contributions as such, their name should hereafter be "The Synod's Scholarship and Bursary Committee's."

They would also beg leave again to suggest, that as early a day as possible be fixed for the collection for the Scheme, as the Bursaries fall to be paid before the close of the College Session.

Your Committee trust, that the Synod will again recommend this important Scheme to the sympathy and support of the Church, and will renew its recommendation that on the day appointed for the collection, Prayer be offered up for our Colleges in all its Congregations, and the attention of their Members be directed to the claims of the Gospel Ministry upon young men of piety and talent.

All of which is respectfully submitted in name and on behalf of the Committee by
KINGSTON, June 3rd, 1867. JAMES WILLIAMSON, Convener.

III. THE CHURCH OF ENGLAND, REPRESENTING TRINITY UNIVERSITY, 1867.

PROCEEDINGS OF THE COUNCIL OF TRINITY COLLEGE.

January 8th, 1867. A Letter from the Executors of the late Mr. C. W. Cooper to the Bishop of Toronto was read, stating that Mr. Cooper had bequeathed $4,000 in City of Hamilton Debentures, to found Exhibitions, when it was.—

Resolved,—That the Corporation accept with thanks the Trusts of the Will of the late Mr. C. W. Cooper, and that, in accordance with the wishes of the Executors, an

Exhibition of $160 per annum be established, to be called, "The Cooper Exhibition," to be held by any Matriculant of the College, who may be named by the Executors, according to the Terms of the Will, and that a copy of this Resolution be sent to the Executors.

With respect to the bequest of £2,000, by the late Mr. Enoch Turner, and the difficulty raised by the Executors as to paying over the same, in consequence of the Estate holding £7,000 of stock in the Bank of Upper Canada; it was,—

Resolved,—That a Bond, to be drawn up and settled by the Chancellor, with the Corporate Seal affixed, be tendered to the Executors, and should they decline to receive the same, and pay over the Funds, that proceedings be instituted in Chancery to settle the question.

Resolved,—That the Bursar be authorized to express the willingness of the Corporation to the appointment of Mr. Recorder Duggan to be one of the Trustees of the Bank of Upper Canada, in the place of Mr. T. C. Street.

Resolved,—That the same Committees which were appointed in January, 1865, on the University Statutes and Discipline be appointed for this year.

Resolved,—That the College Corporation will lend to the Weston School, $700, to be repaid in four half-yearly payments of $175 each, with interest at 6% per annum, upon receiving such security, by Notes, or otherwise, as may be approved by the Finance Committee, upon which the Bursar may issue a cheque to Mr. Badgley.

Resolved,—That the Bursar be requested to prepare a half-yearly statement of the Receipts and Disbursements and Assets and Liabilities of the Corporation, to be submitted at the next Meetings after January and July of each year.

February 12th, 1867. The Bursar laid on the Table a Statement of Receipts and Expenditure of the College for the year ending on the 31st of December, 1866; also a statement of Assets and Liabilities to the same date.

The Land and Finance Committee reported, recommending the sale of certain Lots of Land in the Townships of Goderich and of Oro, which was concurred in.

That the Committee approve of the securities offered for the Loan of $700 to the Weston School, videlicet, the Notes of the Reverend Mr. Badgely, endorsed by the Reverend Professor Jones, and the deposit of Mr. Jones' Deeds of the Lands he owns near the College, or, if he prefers it, a Mortgage on the same, but not to be registered.

That, since the failure of the Bank of Upper Canada, the Committee have examined the Securities heretofore held by that Bank for the College, and found them all right, and have deposited the same in the Commercial Bank for safe keeping, and received the customary receipt, said Securities being Debentures amounting to $96,900.00.

The Committee also examined the Mortgages held by the College, (a schedule of which is annexed,) and found the said Mortgages and the Securities Book kept by the Bursar, correct.

They also found that some of the said Mortgages have been long overdue, as to principal and interest, but that it may not be advisable at present to put them in suit. The Report contained further information in regard to the Mortgages held by the College, for the Loan to the Honourable J. H. Cameron at present amounting to $3,135.00). They seem to be held, (although assigned to the College,) under some arrangement with Mr. Cameron, that he might, from time to time, change the same for other Mortgages, and that he would pay the College interest half yearly at the rate of 7½% on said Loan, etcetera. The Committee beg to call the attention to the Securities held for the Dickson Scholarship, the Mortgages held for which are past due, and also that the Bonds handed over by Sir James L. Robinson, when he surrendered to the College the Balance of the land on the Garrison Reserve, are not productive.

Resolved,—That the Report be adopted, and that the Seal be affixed to the two Conveyances mentioned therein, and also, that the Bursar be instructed to represent to Mr. Cameron the necessity of proposing to Mr. Dickson some arrangement in respect to the endowment of his Scholarship.

Resolved,—That the Bursar also write to Mr. Cameron, stating that the Corporation is anxious that the agreement between the Corporation and the Reverend W. A. Johnson in reference to the Weston School should be completed.

Resolved,—That the thanks of the Corporation be given to Doctor Bovell for his gift of ten Volumes of Books to the Library.

A Letter was read from Messieurs Cameron and Harman, stating that they had proceeded in Chancery against the Turner estate.

Resolved,—That the Provost and the Professors of Classics and Mathematics be appointed a Committee to report on the expediency of instituting a voluntary examination for the Degree of M.A., and on the details of such examination, if the Committee should consider it expedient to adopt it.

A Letter was read from Mr. G. A. Gilbert as to his position in teaching Drawing and Painting, and desiring to be placed on a different one, etcetera.

A Letter was read from Doctor William Lapsley, and referred to the Medical Committee.

The Committee on Statutes gave notice that they will at the next Meeting propose an amendment to Chapter 5, Section 6 of the Statute to the effect that the Provost and Professors may, in certain cases, to be specified, punish Students by fines.

Resolved,—That Messieurs Gundry, Langley and Archibald, be directed to examine the College, and the Provost's House, and Report what repairs are required in the same, with specifications thereof.

Resolved,—That all applications for the Stewardship of the College be referred to a Committee to report thereon, composed of the Provost, Professor Ambery, Professor Jones, Mr. Harman, and Mr. Allan.

Resolved,—That Mr. G. A. Gilbert be appointed the Teacher of Drawing and the Fine Arts in Trinity College, and that the Bursar collect the Fees on his behalf.

April 9th, 1867. Resolved,—That the thanks of the Corporation of Trinity College be tendered to Mr. Gilbert, Teacher of the Fine Arts in the College, for his present of two valuable engravings towards the formation of an Art Collection in the College.

Resolved,—That the Provost, the Professors in Arts and Mr. C. J. Campbell be appointed a Committee to advise with the Architects as to the necessary painting and repairs of the College Buildings and the Provost's House.

Resolved,—That directions be given to the Bursar in regard to Lot 23 in Melancthon, and the Letter of Mr. McCollum; and that, should the Bursar find that the Family have not been living upon the Lot which Mr. Stephen Armstrong agreed to purchase from the College in 1862, or derived any benefit therefrom, that fifty dollars, out of the one hundred dollars paid on the Lot, be allowed to his Widow, upon all Receipts and papers connected with the sale be given up by her.

Resolved,—That the application of Mr. Thomas Cutting for a Release of 25 acres of Lot number 15 of Erin be granted, provided the said 25 acres are without Buildings, and are as represented.

Resolved,—That Mr. S. B. Harman be requested to defend the suit of Campbell versus Pimlott *et al.*, relative to the latter's possession of half of Lot 34 in Essa.

Resolved,—That some competent person be appointed to visit and inspect the Land belonging to the College in the different Counties during the coming Summer, with the view of ascertaining whether any of the said Lands are in occupation of squatters, and, where the lands are so occupied, to obtain from the parties a proper acknowledgment of the Title of the College, also to make all necessary enquiries as to any arrears of Taxes which may be due, and to report fully on the character and value of all the Lands, whether occupied, or otherwise, and that the Bursar be instructed to enquire whether Mr. J. W. G. Whitney could undertake the duty.

That the Bursar be instructed to communicate to the Reverend Doctor Read the request of the Corporation that the Executors of Mr. C. W. Cooper should pay over to

the Bursar £40, being the amount of the Exhibition awarded to Mr. McNab for the year commencing October, 1866.

Resolved,—That Bursaries be awarded to Messieurs Musson and H. O. Jones, dating from October, 1866..

Resolved,—That Mr. Lapsley's application be received, and the Committee be instructed to make arrangements for his examination, as well as that of Mr. Brown.

May 7th, 1867. Resolved,—That the Report of the Reverend C. J. S. Bethune on the condition of the Museum be adopted, and the Curators authorized to issue the Circular therein referred to.

Resolved,—That Mr. Philip Hartley be appointed Steward of Trinity College from the 1st July next, with a Salary of $320 for the services of himself and Wife for the first year, to be afterwards increased to $400 a year, if he should give satisfaction to the Corporation.

Resolved,—That the Venerable Archdeacon Palmer be elected a Member of the governing body of the Trinity College School.

July 9th, 1867. Resolved,—That the thanks of the Corporation be given to Mr. Gilbert for two fine engravings.

Resolved,—That Messieurs Gundry and Langley, Architects, be requested to examine the College and Provost's Residence, and prepare an Estimate of the probable expense of certain improvements to be submitted to the Committee before Tenders are asked for.

October 8th, 1867. The Land and Finance Committee reported, That, with respect to the improvements to the College and the Provost's residence; on receiving Tenders, they awarded the same to the lowest tenderers, and directed that the same be done under the directions of the Architects, but that the whole expense be within the original estimate of $1,640.

With respect to the inspection of the College Lands, the Committee received a proposal from Mr. Whitney to do so, and they instructed him to proceed with such inspection in the terms of his Letter on the subject.

The audit of the Bursar's accounts, and the half-yearly Statement of Receipts and Disbursements of the College were submitted to the Council.

The Committee reported the sale of the Lot on the North side of Queen Street, Toronto, being that in the Arnold Mortgage, to Doctor Ogden for £600, payable in ten annual instalments, with interest at 7%.

In answer to a Letter from Mr. Whitaker and Woolbut, as to the Bonds of the College held by the Misses May in England for £1,000 sterling at 6½% sterling, and due on the 23rd of October, 1867; the Committee directed the Bursar to write for an extension of two years further.

The contract for the Line Fence between the College Property and that of Mr. Furlong was taken by Mr. Clements for $2.08 per rod; Mr. W. J. Boulton, Mrs. Furlong's Trustee, agreeing to pay the one-half of same on the 1st February next.

The Report was read and adopted.

Resolved,—That the arrangement with Mr. Pernet, French Master, be continued for another year.

A Letter was read from the Architects as to the painting, etcetera, of the Chapel, when the Provost was requested to see them on the subject.

October 31st, 1867. Resolved,—That the Reverend George B. P. Viner, now resident in England, be admitted to the Degree of M.A. on the payment of the usual Fee.

Resolved,—That the Regulation that all College dues shall have been paid before admission to Degrees be dispensed with in respect to Mr. Musson and Mr. Lee on the representations which they have respectively made.

November 12th, 1867. The death of the Venerable Bishop of Toronto on the 1st instant, having been reported, it was moved by the Reverend the Provost, seconded by Mr. S. B. Harman, and,—

Resolved,—That the Corporation of Trinity College, on the occasion of their first Meeting after the lamented decease of the late beloved and venerable Bishop of this Diocese,—the virtual founder of this College,—for sixteen years the President of their Body, and the solicitous Guardian of the welfare of the College Society, whose interests are entrusted to their care, cannot but give expression to their deep sense of the loss they have sustained, and the affectionate veneration with which they must ever cherish the memory of one, who so fully identified himself with the fortunes of the College, whether in its most prosperous, or more troublous, times.

Constant in his attendance upon every occasion, when his counsel was sought, or the weight of his authority required, the late Bishop was no less ready to display his fatherly regard for this foundation by gracing it with his presence at every public solemnity and every festive assembly, even when extreme age might well have been pleaded as rendering his absence inevitable.

A benefactor to the College to no small extent during his life, he has, by his testamentary provisions, given proof of his enduring interest in its welfare, and has strongly indicated how deeply cherished was his desire that the College may long continue to accomplish, with increasing efficiency, the important purposes for which he had laboured to establish it.

Resolved,—That the above Resolution be communicated to the Members of the Family of the late Bishop, with the respectful assurance of the deep sympathy of the Corporation with them under the loss they have sustained.

Resolved,—That, as a further mark of respect to the memory of the deceased Prelate, this Meeting of the Corporation do now adjourn.

December 10th, 1867. Letter read from Captain J. M. Strachan, acknowledging the receipt of the Resolution of the Corporation on the occasion of the death of the late Lord Bishop of Toronto.

Moved by the Provost, seconded by Archdeacon Fuller, and

Resolved,—That the Corporation recognize, with every sentiment of respect and affection, the proof which the late Bishop of Toronto has given of his kindly feeling towards Trinity College, and of his anxiety for its future prosperity, by his bequest of his Library, consisting of about 3,000 volumes of Books, and also by leaving to the College a valuable piece of Plate presented to him many years since by his former Pupils, among whom appear some of the most distinguished names in the history of this Province, as an acknowledgment of the important benefits they had received from his care as their Preceptor, and of their affectionate regard for his person.

Resolved,—That this Corporation thankfully acknowledge the liberal bequest of the Reverend John Smithurst, consisting of 240 Volumes of Books, and that the Bursar be instructed to communicate this Resolution to the Executors.

Resolved,—That the terms kept by Mr. Field at Codrington College, Barbadoes, as certified by the Principal of the College, be allowed him, and also that he be considered eligible as a Candidate for B.A. in October, 1868.

Resolved,—That the Bursar be instructed to inform the Secretary of the Church Society that the Corporation recognizes that there has been placed to the credit of the College by the Church Society £70, available for the payment of the Society's Exhibitions from the 1st October, 1867.

Resolved,—That the Reverend Professor Ambery, Mr. Justice Hagarty, Mr. C. J. Campbell, Mr. James Henderson, and Mr. S. B. Harman be a Committee to take into consideration the expediency of reviving the Medical Department of Trinity College, and to confer with Doctor Hodder and the Medical Gentlemen, who are desirous to have an opportunity of entering into the consideration of this subject.

A Letter was read from Mr. G. W. Strathy, Mus. Bac., on the subject of musical instruction in the College. The Bursar was instructed to acknowledge the same, and that the subject would engage the attention of the Corporation.

IV. THE (FREE) PRESBYTERIAN CHURCH, REPRESENTING KNOX COLLEGE.

Proceedings of the Synod of the Canada Presbyterian Free Church.

June 5th, 1867. The Synod called for the Report of the Board of Management of Knox College. The Report was handed in and read by the Chairman, the Reverend David Inglis. The Chairman read also a detailed statement of the Financial condition of the College, the Report of the Senate, and a Letter from Principal Willis.

The Report of the Board of Examination was, in the absence of the Chairman, the Reverend Doctor Ormiston, read by the Reverend John M. King.

It was moved by Mr. J. Laing, seconded by Doctor Thornton,—That the Reports now read be received.

It was then moved by the Reverend T. Lowry, seconded by the Reverend A. Wilson,—That the Reports be referred to a Committee to consider their suggestions, and prepare Resolutions on the subjects therein contained, and that the said Committee Report to the Synod at as early a Sederunt as possible.

It was moved in amendment by the Reverend Alexander Topp,—That instead of appointing a Committee, the Synod shall, at some future Sederunt, to be appointed by it, resolve itself into a Committee of the Whole House, for the consideration of the business matters contained in the Reports, and that, in the meantime, the Report of the College Board, and that the the Senate, be printed for the information of the Members of the Synod. On a vote being taken, the amendment of Mr. Topp was carried, and the Synod decided in terms thereof.

There was taken up and read, an Overture from the Presbytery of Paris, anent Knox College. The Reverend William Inglis and the Reverend William Donald appeared for the Presbytery, to support the Overture before the Synod.

The Reverend William Inglis waived his right, now to address the Synod, in support of the Overture, in case it were understood that all matters regarding the College, and to which the Overture related, would come up for consideration, when the Synod took up the Report of the College Board, and that the Committee of the Whole House be agreed upon, under Mr. Topp's motion. (Carried.)

June 6th, 1867. Endowment Committee Report.—The Committee appointed last year to take steps for raising an Endowment for Knox College, gave in a Report, which was read, setting forth in substance that, on enquiry, while the importance of an Endowment was admitted, and the ability of the Church to furnish the same undoubted, it was thought that, in the present circumstances, an effort for the purpose could not be made with prospects of satisfactory results; and submitting the whole subject anew to the consideration of the Synod.

On motion of the Reverend David Inglis, duly seconded, it was agreed,—That the Report be received, and its consideration referred to the Committee of the Whole House, on the Report of the College Board.

June 10th, 1867. Knox College Reports—The Synod took up for consideration the Report of the Board of Management of Knox College, together with the Report of the Senate, and also that of the Endowment Committee.

As agreed upon, at a former Sederunt, the Synod resolved itself into a Committee of the Whole House, on the foregoing Reports, Mr. W. B. Clark in the Chair. After considering them for some time, the Committee rose. At the next meeting, motions were proposed on the subject of the College Reports, by the Reverends W. Bennett, T. Lowry, and J. Laing. After considering the matter for some time, it was, on motion, agreed that, instead of putting any of the motions now proposed to vote, a Committee be appointed to take the whole subject of the College Reports into consideration, and draft a Deliverance for the adoption of the Synod, and to report at the evening Sederunt.

The Moderator then appointed the Committee under the foregoing Resolution.

June 11th, 1867. Report of the Committee on Knox College Reports. The Reverend J. M. King, from the Committee appointed on the Knox College Reports, handed in and read a Report containing a series of Resolutions, for the adoption of Synod. The Report was received, and it was agreed to consider it in the morning.

June 12th, 1867. The Synod resumed consideration of the College Reports, when the Resolutions submitted by the Reverend J. M. King were again read. It was agreed to consider the Resolutions seriatim.

The first and second Resolutions were read and adopted.

The third Resolution was read. On motion made and seconded, it was resolved by a large majority, that it be not adopted. The Reverend J. Baird and Mr. J. James dissented.

The fourth, fifth, sixth, and seventh Resolutions were read and adopted.

After the adoption of the seventh Resolution, it was moved by the Reverend A. B. Simpson, seconded by the Reverend J. Ross,—That the Synod having heard the Letter of Principal Willis, take this opportunity of expressing their continued confidence in the venerable Principal of Knox College, and in the whole of the College Staff.

The Previous Question was then moved and was carried in the affirmative.

A vote was then taken, by yeas and nays, on the Reverend Mr. Simpson's motion, when it was carried by a majority of seventy-nine to twelve, and the Synod decided in terms thereof.

The Reverend David Waters gave notice that, at a subsequent Sederunt he should move the reconsideration of the Standing Order of the Synod in regard to the Previous Question.

The eighth, ninth and tenth Resolutions on the College Reports were read and adopted.

The Resolutions on the College Reports, as finally agreed to, are as under,—All after the second were numbered anew, as the third one was omitted, and Mr. Simpson's Resolution inserted. The following are the adopted Resolutions:—

I. That the Synod express their satisfaction with the financial condition of the College, and instruct Presbyteries to take action in securing contributions from those Congregations which have not remitted them during the past year.

II. That the Report on Scholarships be approved, and that the great satisfaction and thankfulness of the Synod with the results in this department of the College operations be recorded, and that the Scholarship Fund be earnestly commended to the liberality of the Members of the Church.

III. That the Synod, keeping in view the appointment, as soon as possible, of a third Professor, in accordance with the recommendations of the College Board, appoint two Lecturers, for three months each; and further, agree that the annual salary of each shall be Five hundred dollars.

IV. That the Lecturers have charge of the Departments; First, of Apologetics; the second, of Homiletics, Pastoral Theology and Church Government.

V. That a small Committee be appointed to nominate the Lecturers, and to report to the Synod.

VI. That the Synod express their gratitude to God for the measure of success vouchsafed in connection with the work of the College, commend it to the increased liberality of the Church, and appoint the second Sabbath of October as a day of special Prayer for the continued blessing of God on the Institution.

VII. That the Synod having heard read the Letter of Principal Willis, take this opportunity of expressing their continued confidence in the venerable Principal of Knox College, and in the whole College Staff.

VIII. That the Synod be instructed, as far as possible, to discontinue the prosecution by Students of the Literary and Theological Courses at the same time.

IX. That, in reference to the case of Mr. Croly, in consideration of the peculiar circumstances in which he has been placed, his attendance during the past winter be reckoned as a full Session.

X. That the Reports of the Board of Management, of the Senate and of the Board of Examiners, be printed as an Appendix to the Minutes of the Synod.

Overture from the Presbytery of Paris. The Synod took up an Overture on Knox College, from the Presbytery of Paris. At the request of the Reverend William Inglis, of the Paris Presbytery, it was read: and Mr. Inglis being heard in explanation of some matters connected therewith asked, on behalf of the Presbytery, and obtained leave to withdraw the same. The Overture was accordingly withdrawn.

The Moderator now named the Committee, agreed upon, to nominate Lecturers for Knox College, as follows:—The Reverends Messieurs J. Scott, W. Aitken, T. Wardrope, A. Topp, W. B. Clark, W. Gregg, Doctor Jennings, Ministers; the Honourable J. McMurrich, Messieurs P. Thornton, J. Henderson, W. Clark, A. D. McKenzie, Elders; the Reverend J. Scott, Convener.

Knox College Lectureships. The Reverend J. Scott handed in, and read a Report from the Committee appointed to nominate Lecturers for Knox College, submitting to the Synod the names of the Reverend Messieurs Robert Ure and J. J. A. Proudfoot, for the two Lectureships agreed upon by the Synod.

It was moved by the Reverend Professor Caven, seconded by the Reverend R. Hamilton,—That the Report of the Committee be received, and that the nominations therein contained be adopted. Carried unanimously.

On motion of the Reverend W. Reid, duly seconded, it was agreed,—That the Committee appointed to nominate to the Lectureships be, and they are hereby instructed, to confer with the Reverends Messieurs Ure and Proudfoot, as to their willingness to accept the appointment now made, and in case of their acceptance, to arrange for the departments which shall be assigned to each.

June 13th, 1867. The Reverend Mr. Scott, of London, from the Committee appointed to confer with Mr. Proudfoot and Mr. Ure, in regard to their willingness to accept the office of Lecturers in Knox College, to which they had been appointed by the Synod, gave in a Report, setting forth that Mr. Proudfoot and Mr. Ure had both agreed to accept the appointment of Synod, and that arrangements were to be made between themselves respecting the particular departments which each should take, only that it was to be understood that he who took the Apologetics should lecture during the first half of the Session.

The Synod, on motion, agreed to send notice of the action now taken, to the respective Congregations of the Reverend Gentlemen appointed to Lectureships in Knox College, with the expression of the hope that the said Congregations may give their willing assent to the services of their Ministers being thus employed for the benefit of the Church.

Report of the Board of Management of Knox College, 1866-1867.

In presenting their Report for the year, the College Board desire to express their gratification at the fact that, at the commencement of last Session, in accordance with the appointment of last Synod, the Reverend William Caven was duly installed by the Senate as Professor of Exegetical Theology and Apologetics. They have also again to notice that, as in former Sessions, the Reverend Doctor Robert Burns, Emeritus Professor, has devoted four hours each week to the Classes of Church History; and they desire to express their grateful sense of the value of his services.

Thirty-two Students have been in attendance in the Theological Classes, of whom seven were in the Junior class, eleven in the Second class, and fourteen in the Senior class.

The names of thirteen Students were enrolled in the Preparatory Department; these Students are pursuing their studies in the Classes prescribed in the Curriculum. There are also upwards of twenty Students, who are taking a regular Course in University College, with a view to the Ministry of our Church.

A detailed account of the work and progress of the Students in the several Classes will be found in the accompanying Report of the College Senate. Full information will also be found in the Senate Report, in regard to the Bursaries and Scholarships. The Board have to express their grateful appreciation of the munificent gift of $500 from the Reverend Doctor Robert Burns, which has been funded as a Scholarship for pre-entrants. They have also much pleasure in acknowledging the liberality of individuals and Congregations in contributing the sum of $385, which has been awarded by the Board of Examiners to Students of University College, in connection with Knox College. Full particulars in reference to these Scholarships will be presented to the Synod in the Report of the Board of Examiners.

The Board desire to express their grateful acknowledgements to Mr. Joseph McKay, of Montreal, who has signalized his purpose of donating $40 per annum for five years, as a Scholarship, to be awarded to the best Reader of the Sacred Scriptures.

The Board would respectfully urge upon Ministers and other friends of the College the importance of continued liberality to the Bursary fund, a scheme so well calculated to assist young men in meeting the expenses of their education for the Christian Ministry, and to stimulate them to a more earnest prosecution of their Studies.

In reference to the financial condition of the College, it will be remembered that, while last year there was a balance of $778 in favour of that year, as compared with the year preceding, there still remained a deficiency from former years of over $2,000. A Committee was appointed to draw up a Circular on the subject of the contributions for the College, which was sent to all the Congregations of the Church. The Statement of Receipts and Expenditure indicates a very gratifying diminution of the balance against the General Fund of the College.

For the year 1864-5, the Balance at Debtor was	$2,772 09	
And the Amount due Professors, etcetera	696 76	
The total Debt (ordinary Fund) was		$3,468 85
For the year 1865-6 the Balance at Debtor was	$2,269 83	
Due Professors, etcetera	420 13	
Making the Total Debt		$2,689 96
The Balance at Debtor for the year just closed, is	$721 46	
And there is due	408 65	
The Total Debt (ordinary Fund), now is		$1,130 11

A large amount of valuable labour has been expended upon the College Library during the past year; a classified Catalogue of the Books has been completed, every effort has been made to recover the missing Books, and the Regulations have been adopted for its future management, which it is hoped will have the effect of preventing abuses, and giving greater efficiency to the Library. The Board agreed to pay Mr. William Burns an additional sum of Forty dollars for extra work in connection with the Catalogues The Senate have appointed Mr. Thornton, Librarian, in the room of Mr. Burns, who has completed his studies in Knox College. The thanks of the Board are tendered to Mrs. Labelle for a donation of 25 Volumes, and to Mr. Nesbit of Lindsay for a donation of 12 Volumes to the College Library.

The Board have agreed to recommend to the Synod the expediency of appointing two Lecturers to take the Departments of Apologetics and Homiletics, each giving three months during the Session; the Department of Homiletics to comprehend Pastoral and Evangelistic Theology. It is also recommended that Historical Theology be added to the department of Principal Willis. It is felt both by the Professors and

the Board that it is necessary to supplement provisionally the College staff in some way, and the plan indicated seems to them to be the best under present circumstances.

TORONTO, June, 1867. DAVID INGLIS, Chairman.

The Senatus of Knox College.

April 22nd, 1867. The Senatus passed the following Minute, and instructed the Clerk to transmit it to the Board of Trustees: Whereas the supply of Students intending to enter the Holy Ministry is annually decreasing,—an evil felt and acknowledged by almost all Christian Churches in this, as in the Parent Land,—and whereas, it is of the utmost consequence that steps be at once taken to arrest this decline, and provide for a more prosperous condition; the Senatus hereby rspectfully recommend the Board of Trustees, in their Annual Report to draw the attention of the Synod to this matter so vitally affecting the prospects of the Church.

Further, as it is extremely desirable that the Principal and such of the Professors as may be able to set apart for this purpose a portion of the approaching Vacation should visit as many of the Congregations of the Church as may be practicable, with a view to arouse in them an interest in the College,— . . . to procure contributions to the Library and Museum,—and, otherwise, to advance the interests of the College and the Church; the Senatus request the Board of Trustees to ask the Synod to give to this movement their sanction and countenance.

NOTE.—By amendments to the Statutes made by the Board of Trustees on the eighth day of June, eighteen hundred and sixty-seven, the Senatus ceased to exist as a distinct Board. The Records following are the Records of the College Senate as newly constituted:—

Report of the Senate of Knox College, 1866-67.

The Senate has to Report satisfactory results of the Session just closed. On the part of Professors and Students, they have to acknowledge the goodness of Providence, in granting, with few exceptions, health, as well as internal peace and concord, in prosecuting the work of another Winter. . . . .

Before the Session commenced, it was the pleasant duty, of the Senate, following up the Act and instructions of Synod, to receive and formally admit, to his position among us as Professor of Exeget. Theology, and Apologetics, their esteemed Brother, the Reverend William Caven, who entered at once on his work, by giving the public Address at the commencement of the Term, which is being given in rotation by the three Professors.

The Classes, according to the roll of Matriculants, made up soon after the commencement of the Session, includes of regular Students thirty-four, and it is pleasing to report that, while so goodly a number are embraced in the Classes of Theology proper, an unprecedented number are attending in the University College for their preliminary education, and the Synod will be gratified to learn that, as has also been the case before, the Students connected with our Church take no discreditable position among the Candidates for University Certificates and Honours.

The matter of most immediate interest to the Church is the number of the outgoing Students, or Candidates for License, who have just fulfilled their Curriculum at our College. These number fourteen, Messieurs Burns, Aull, Musgrave, McDonald, Gillies, Becket, Groux, Grant, Bell, Croll, McNab, Riley, Davidson. The case of the last mentioned Student is peculiar, and is referred to the Synod's favourable consideration. Mr. Davidson had been prevented by ill health, from giving continuous attendance from Session to Session. He had been advised to give himself to quiet study at home for a season, but, bent on his purpose of giving himself to the good work of preparation for the service of Christ in the Gospel, he has used his somewhat renovated health

during this Winter, in undertaking, in a manner double labour, by attending on the Professor of Theology with both divisions of the Class. It will be for the Synod to say how far, in his peculiar circumstances, the literal rules of the Curriculum may be dispensed with. He has had some practice in Mission work, and knowing the Gaelic language, in addition to the English, his services as early as they can be made available in the Church's mission field, are important. The Professors, on whom he has attended, report very favourably of his diligence and proficiency.

The cases of Messieurs Ballantyne and Croly are also referred to the Synod. . . .

Bursaries and Scholarships.—These have been awarded as follows:—The Buchanan Bursary to Mr. A. Rowat; the Knox Bursary, to Mr. Gillies, who has also proved the successful competitor for the Bayne Scholarship.

The Fisher Scholarships, (without competition,) were awarded by the arbiters to Messieurs Aull and Milne; the Henry Esson Bursary to Mr. Groux. In connection with the subject of Scholarships the Synod, as well as the Senate, will appreciate the liberality of the venerable Doctor Robert Burns, Professor of Church History, in having added to the means at our disposal, for the encouragement of studious youth, the sum of $500, to be set apart as the "Burns Scholarship," and made available under conditions duly recorded, specially for pre-entrants, or young men in the earliest stage of preparatory study. So liberal an amount on the part of our Reverend Father is only a larger practical demonstration of the interest in the College which he has evinced in so many other ways, from the date of its first commencement until now.

Final Examinations and Class Reports.

The Professors report severally on the subjects which have been gone over in their respective Classes; Professor Caven having had four Classes in charge; Doctor Burns two,—one in Old Testament History, another in Christian Ecclesiastic History; Doctor Willis has the two more advanced Theological classes, which are in the second term of the third year's Theology, with a Class for Pastoral Theology and Homiletics. The attendance on all of these classes is so far favourably reported; although contemporaneous attendance by the same Students in Classes in University College and Classes in this College is found to work disadvantageously.

Abstract of Class Reports.

The Reverend Doctor Robert Burns had a Class of eighteen Students, (seven in the first year, eleven in the second.) There are four Meetings weekly for Lectures and Examinations.

In the senior branch, attention was given to the study of Biblical History and Jewish Antiquities. The Junior Class was occupied with Church History Proper, from the Christian Era until the time of the Reformation.

The Reverend Doctor Burns and Doctor Thornton report as to the final Examinations great variety of degrees of merit in the answers. The greatest deficiency that is remarked is accounted for from defects in early, or preparatory, education; while some give indications of respectable acquirements.

The Reverend Professor Caven had four Classes in charge: Senior Exegetical, Junior Exegetical, Biblical Criticism, and Apologetics. The first mentioned Class consisted of the Students both of 2nd and 3rd Theological years. The work of the Class was an exposition of part of "Romans" and part of "Genesis."

In the junior Exegetical Class, ten Chapters of St. Luke were read critically. In Hebrew, twelve chapters and part of Genesis, with a brief Course of Lectures on the principles and history of interpretation. Biblical criticism, (attended by the 1st and 2nd year Students); text Book was "Horne's Introduction," with references to "Davidson." Apologetics, Horne's Introduction, with Butler's Analogy.

The Reverend Professors Caven, King, and Gregg, report general satisfaction with the Examination Papers.

Doctor Willis has three classes, Senior and Junior, or 2nd and 3rd Theological year and Homiletics, one united Class, meeting once, and sometimes, twice a week. . . .

The Reverend Doctor Jennings expressed much satisfaction in the Examination Papers of these Classes.

In Elocution, Mr. Lewis reports a sustained attendance on his twenty free Lectures, or Recitations.

In Hebrew, Professor Hirschfelder reports the attendance of Students to have been on the whole regular, and their progress satisfactory, and also mentions that one of our Students took the College prize for this year in Chaldee and Syriac.

Two Students only were examined in Metaphysics—the other taking the regular University Course.

The Reverend Mr. Inglis, the Examiner, reports that these Students passed a creditable Examination.

TORONTO, June, 1867. M. WILLIS, Principal.

Report of the Knox College Board of Examiners.

This Board has to report that the Examination of Students was conducted, as in the previous year, simultaneously in Toronto and Montreal, in the last week of September, and chiefly by means of written papers; the questions having been prepared by Members of the Board appointed for that purpose, on the subjects previously prescribed. Forty-three Students submitted to Examination, thirteen in the preparatory Course, and thirty in the Theological. The Board has pleasure in reporting that the Students passed, on the whole, a very creditable Examination, especially, when the fact is taken into consideration, that many of them had been engaged throughout the previous six months in the laborious duties of the Home Mission Field. A few, whose answers were found greatly defective, in one, or more subjects, were asked to undergo re-examination in these branches, which they did to the entire satisfaction of the Board. The Students received, without exception, the standing in the course, which they arrived at in passing the Examination.

All these young men, with three exceptions, having, during the Winter, attended Classes in University College, under the direction of the Board. One has prosecuted his studies in St. Francis College, Canada East, and two received permission to do the same in a more private way.

Seven students were examined, with a view to entrance on the study of Theology. These, together with all the Students in the Theological Course, presented Certificates from the Presbyteries of their bounds.

Of these Students, eight did not appear at the time appointed for Examination, an Examination was, therefore, appointed for them after the opening of the Session. It is to be hoped that the Board will not be called on again to undertake a second Examination in the same year, as the rule is that "Students detained by illness, or other unavoidable cause, shall, on application, be enrolled in their proper years and their cases reported to the Synod." The subjects of Examination for last Autumn are continued for next with but slight alteration, and the Board are pleased to note the fact that the Senate of Knox College has connected one, or two, of the Scholarships at its disposal with superiority in this annual Examination at the opening of the College.

Not the least useful, or interesting, part of the work of the Board, during the past year, has been the instituting of Scholarships for Undergraduates of the Toronto University, studying for the Ministry in the Canada Presbyterian Church. Shortly after the Meeting of Synod, the Board advertised six Scholarships of the value of $50 or $60 each, two to be competed for by Students of the first year, two by Students of the second, and one by those of the third and fourth years, respectively. There were

ten Competitors, those successful being Messieurs Armstrong, Kay, and Ewing in the first year, Messieurs Scringer, Thornton, and Ballantyne in the second, and Mr. James Barron in the fourth. To the remaining three whose papers were very creditable, the Board were able to give $35 each to assist them in their attendance on University College. The money to the amount of $385 was contributed by Central Church and Macnab Street Church, Hamilton, and by Knox's, Cookes' and Gould St. Churches, Toronto, together with a donation of $40 from Mr. W. Ross, through the Reverend Doctor Burns, to be repeated this year. The Board have seen the good effect of these Scholarships during the present year, (one at least who has distinguished himself in the University, could not have attended this Winter, without the assistance of the Scholarships which he gained,) and they have advertised nine Scholarships of about the same value, to be competed for in September next. There is reason to believe that each of the Congregations taking part in the work last year, will this year contribute at least to the value of one Scholarship. This will leave a considerable sum further to be raised, which the Board, however, believe their Successors will have no difficulty in procuring, should the Synod see fit to commend the Scheme to the liberality of the Church. It is gratifying to the Board to be able to report, in connection with the effort of this Synod to secure a larger number of Candidates for the Ministry, and to encourage as many as possible to take a full University course, that there are now at least twice as many matriculated Students attending University College, Toronto, with a view to enter the Ministry in the Canada Presbyterian Church, as the ten reported as competing for Scholarships last Autumn.

TORONTO, June, 1867. JOHN M. KING, Convener, *pro tem.*

Financial Statement of Knox College for the Year 1866, 1867.

Receipts.

	$ cts.	
Amount received from Congregations, Donations etcetera	6,583 62	
Balance of Library account	73 85	
Balance due at close of the year	721 46	
		$7,378 93

Expenditure.

Balance due at the beginning of year	$2,269 73	
Paid on account of salaries	3,811 50	
Paid to Mr. Willing	330 00	
Paid accounts for repairs, etcetera	251 24	
Paid for Library, including $140 for Catalogue	243 31	
Paid for Printing, advertising and stationery	84 23	
Paid for Insurance	111 24	
Paid Interest on Mortgages	146 55	
Paid advances for ordinary expenditure	101 00	
Paid City improvement Rate	30 13	
		$7,378 93

The amount of debt on the ordinary Fund is now $1,129.46.

Bursary and Scholarship Fund.

Receipts.

	$ cts.	
Balance at the beginning of the year	5 67	
Received as per statement	1,169 00	
Interest	100 00	
		$1,274 67

Expenditure.

Expenditure	769 62	
Amount invested, (Burns Scholarship)	300 00	
Amount invested, (Burns Scholarship)	500 00	
Balance	5 05	
		$1,274 67

College Building Fund.

Amount at Debtor as last year	$537 64	
Due on Mortgage	1,625 98	
		$2,163 62

CHAPTER V.

PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION, 1867.

February 18th, 1867. Several Communications were laid before the Council.

The Statement respecting Salaries of the Masters and Teachers, etcetera, of the Normal and Model Schools, directed by the Council to be prepared, was also laid before them.

The application of Mr. James Mackenzie for a pension for twenty-one years' teaching in Upper Canada was approved.

The application for pensions of Mr. John Ross and Mr. Thomas Whitfield were not approved.

The application of Mr. John Douglas for arrears of Pension was not concurred in.

Ordered,—That the Reverend H. W. Davis, having satisfactorily performed his duties during the past six months, be appointed second Master in the Normal School, at the same salary as he is now receiving.

Ordered,—That Mr. James L. Hughes be appointed Second Assistant Master in the Boys' Model School, vice Mr. Lusk, resigned, at the same salary as received by his predecessor, to commence on his assuming the duties of Teaching.

Ordered,—That the consideration of the application for a bonus to the Employés of the Council be further deferred until the Chief Superintendent's return, in order that the general question of Salaries may then be considered.

Ordered,—That the Letters respecting Text Books, submitted to the Council, be referred to the Text Book Committee.

The Accounts of the Normal and Model Schools for the year 1866 were laid before the Council and approved.

March 11th, 1867. The following Communications from the Chief Superintendent of Education were read, and ordered to be entered upon the Minutes. They were addressed by him to Mr. J. George Hodgins:—

Your Letter, incidently mentioning that you had not been present at the proceedings of the Council of Public Instruction, took me by surprise, as I had expected that you would attend the Meetings of the Council and present and explain all matters requiring explanation, in my behalf and name, as much as if I were present, although I did not consider you as a Member of the Council, and as having a right to vote. The whole School Law is framed upon the assumption and principle, that the Education Department is always represented in the Council of Public Instruction, and that the Chief Superintendent is the Agent and Organ of communication between the Council and all parties concerned in its proceedings, as has been the uniform practice for more than twenty years. It was never intended that the Department of Public Instruction

should be ignored, or unrepresented in the Council. On the contrary, one great object of creating the Council was to give its additional aid to the Chief Superintendent in managing the Normal and Model Schools, in making general Regulations, selecting Text and Library Books, etcetera. On receiving your Letter, I determined to avail myself of the first opportunity to consult the Attorney General for Upper Canada on the subject. Coming from Paris to London last night, I waited upon the Attorney General to-day, and directed his attention to the several clauses of the School Act bearing upon the subject. He said that I was mistaken in supposing that you were not a Member of the Council in my absence; that, on the contrary, if I had appointed you as my Deputy, you were as much a Member of the Council in my absence, as I was when present; that, while, by the appointment of the Governor General I was, as an individual, made a Member of the Council of Public Instruction, the same as any other individual gazetted, yet I was also created *ex officio*, a Member of the Council by Act of Parliament,—by the 14th Section of the School Act; and that, by the 9th clause of the 106th Section of the same Act, I was authorized to appoint a Deputy "to perform the duties of my office in my absence." The Attorney General remarked that the law did not provide for an Assistant Superintendent, but for a Deputy, to exercise my powers and perform my duties in my absence. He said, therefore, that it was as much your right and duty to attend and vote in the Council of Public Instruction in my absence, as it was my right and duty to do so when I was present. He also suggested to me that, if I had not formally appointed you my Deputy, I had better do so forthwith, Your appointment by the Governor not being sufficient to meet the provisions of the School Act. I told him I thought I had appointed you, some years ago, but lest I had not done so, I would write and transmit your appointment as my Deputy according to the provisions of the School Act. I herewith enclose the Letter containing your appointment, which you will lay before the Council; and, at the same time, read this Letter to the Council, if you think proper.

EGERTON RYERSON.

LONDON, January 22nd, 1867.

Commission to J. George Hodgins as Deputy Superintendent of Education.

As authorized and provided by the 9th Clause of the 106th Section of the Consolidated Common School Act of Upper Canada, 22 Victoria, Chapter 64. I hereby appoint you, John George Hodgins, LL.B., my Deputy, to perform my duties as Chief Superintendent of Education for Upper Canada in my absence. You will, therefore, perform my duties as a Member of the Council of Public Instruction, as well as Administrator of the School Law.

[Seal] EGERTON RYERSON, Chief Superintendent of Education for Upper Canada.

LONDON, January 22nd, 1867.

Ordered,—That the application of Mr. Thomas Whitfield of Port Hope for a pension for thirty-two and a half years' service, with fresh Certificates, having been reconsidered, it be now approved.

Ordered,—That the tender of Messieurs Wilson and Rogers for gymnastic Sheds, which was laid before the Council at the previous Meeting, be approved.

April 8th, 1867. A number of Communications on Text Books were read and referred to the Text Book Committee.

The following recommendation was reported from the Text Book Committee, and concurred in by the Council.

The Committee appointed to prepare new Readers beg leave to recommend that they should be authorized to illustrate the Volume by engravings, when the use of such may be necessary, or advantageous.

TORONTO, April 8th, 1867. JOHN MCCAUL, Chairman.

July 8th, 1867. Several Communications were laid before the Council.

Ordered,—That the Tender of Mr. George Harding, for heating the Normal and Model Schools with steam be accepted.

Ordered,—That the resignation of Mr. Strachan be accepted, and that Mr. Samuel Clare be appointed Teacher of Writing and Bookkeeping in the Normal and Model Schools, at a yearly salary of $700, to commence on the 1st of August.

Ordered,—That the Chief Superintendent be authorized to make arrangements for supplying the Students of the Normal School with Text Books at a reduced rate, as may be found expedient.

The application of Mr. Thomas Duthey, of Osnabruck, aged 56 years, for a pension for 34 years' service in Upper Canada as a Common School Teacher, was laid before the Council.

The applications of Messieurs Beaton and Hugh Duff for pensions were deferred, proof of service not being satisfactory, and the applications of Messieurs Mathew Elder and John Oakley were rejected.

The Letter of Miss Whitcomb was referred to the Text Book Committee.

July 25th, 1867. Ordered,—That this Council learn with the deepest regret the decease of the Honourable Samuel Bealy Harrison, Judge of the County and Surrogate Courts of the County of York, who, as a Member of Lord Sydenham's Administration, and Secretary of the Province, introduced and carried through the Legislature in 1841, the first general School Bill for United Canada; who was a Member of this Council since its first organization in 1846, and its Chairman during the last nineteen years; and who, by his intelligence and enlarged views, and by his interest in public Education, conferred great benefit upon the Country at large, and contributed greatly to the efficiency of the proceedings of this Council, while, by his courtesy and kindness, he added much to the pleasure of its deliberations.

That the Members of this Council sincerely condole with Mrs. Harrison and her Family, under their sore bereavement, and resolve to attend as a Body the funeral of our late excellent Chairman.

That a copy of the foregoing Minute be communicated to Mrs. Harrison.

August 12th, 1867. Several Communications were laid before the Council. Among them the following Letter from Messieurs James Campbell and Son and the reply which was sent to them; also Doctor Sangster's Report on the Campbell Series of Readers.

I. We have the honour to forward to you copies of our new Series of Reading Books, which we would respectfully request you to lay before the Council of Public Instruction.

We are quite aware that, should the Council see fit to authorize these Books, we should virtually obtain a monopoly of the most important Text Books in the Country. As, however, we do not desire anything of this kind, we beg to make the following proposition, which we trust will be accepted by the Council of Public Instruction in the same spirit as we offer it.

If the Council of Public Instruction will adopt this series of Reading Books, as the recognized Text Books for Ontario, we will agree to throw them open to every person in the Dominion, who may wish to print them, free of charge, and without any let, or hindrance whatever.

We need scarcely say that the expense incurred in preparing these Books has been very large. More than two years have been occupied in bringing them into their present state, and a vast amount of labour has been necessary to make them what they are. They have been written in Canada by Canadians, and are expressly adapted to the wants of the Country, and we believe them to be the best series of Reading Books to be found.

When they were commenced we entered into the plan with a sincere desire to benefit the Country, and now that they are completed, we present them to the Country, in the hope that they will be found thoroughly well suited to the object intended.

We have understood that it is the desire of the Council to have a new series of Reading Books for the Schools, and we hope that this series we present to them will fully meet their views.

Being now complete, the Council will be enabled the more easily to form an opinion as to the merits of our Books, and thereby save the labour and expense, which would necessarily be incurred in preparing a new Series.

As it will be necessary that we should know, as soon as possible, whether the Council accept our offer, or not, we hope to be favoured with an early reply.

TORONTO, July 27th, 1867. JAMES CAMPBELL AND SONS.

III. REPORT OF DOCTOR SANGSTER, ON THE CAMPBELL SERIES OF READERS.

I have the honour to acknowledge the receipt of your Letter of the 27th ultimo, transmitting a series of School Readers, which I will, with pleasure, on as early a day as possible, lay before the Council of Public Instruction, with a view to their being referred to the School Text Book Commtitee of the Council for examination.

I should be glad to know the prices at which you propose to supply your Books for the Schools. The terms on which you propose to place the copyright appear to me to be unobjectionable.

TORONTO, August 2nd, 1867. EGERTON RYERSON.

III. REPORT OF DOCTOR SANGSTER, ON THE CAMPBELL SERIES OF READERS, TO THE REVEREND DOCTOR RYERSON.

I have carefully examined the Campbell's series of School Readers, and I beg leave to report that, while, in some respects, they might, in my opinion, be improved, I am very favourably impressed with them as a whole.

They are unquestionably very much in advance of the Readers now in use in Canada; and the early sanction and issue of this, or of some other authorized modern series of Readers, would be a great boon to Teachers.

I have stated that the Campbell's series contains many very excellent features, and it will, I think, meet with general approval. There are, however, two or three points of minor importance, in which they might, I consider, be vastly improved. The points to which I allude are principally the following:—

1st. I think it unfortunate that the Series does not contain a greater number of Selections from Canadian Writers of repute.

2nd. I strongly deprecate the attempt to teach the Sciences, such as Botany, Zoology, etcetera, by means of School Readers and would much prefer Readers in which no such attempt is made.

3rd. While the Selections at the close, and in the middle, of the Sixth Book are very good, and very well adapted for a School Reader, the selections in the beginning of that Book, embracing say 90, or 100, pages are, in my opinion altogether too difficult and too technical for any School Reader.

4th. I think that in the Second, Third and Fourth Books, the lessons should, each one be preceded by a collection of the new and difficult words which it contains, so that they may be pronounced and explained before the reading commences. Of course, the same end would be attained by printing such words in Italics. Unless some such plan be adopted, the Teacher would be compelled to interrupt the lessons from time to time, to pronounce and to explain the difficult words in question.

5th. I would prefer that the words in the First Book and Sequel were not divided by the hyphen as f-at, C-at, B-at; and I do not approve of ever, under any circumstances, presenting to the eye of the Pupils meaningless combinations of Letters such as ab, eb, ibm, eg, og, etcetera; ush, uch, etcetera. I am aware that this is done for the sake of phonetic analysis, or comparison; but I am of opinion that such phonetic

analysis, or comparison, should proceed from the words themselves, as written on the Blackboard.

6th. The Wood Cuts are, upon the whole, fair. I think those towards the end of the Sequel Book are scarcely so good. A few such as that on page 244 of the Fifth Book, are so inferior, as to require change. One, or two, as for instance that on page 10, (1st Book,) are perhaps rather objectionable.

7th. The First Book, the Sequel and the Second Book are, I think, reasonable in prices; the Third and Fourth Books less so, and the Fifth and Sixth Books decidedly dear.

Possibly Messieurs Campbell and Son may consent to alter the Books in some, or all, of these respects, and, if, in a future edition, they can be thus modified, I would recommend their adoption by the Council.

Toronto, August 5th, 1867. John H. Sangster.

The above correspondence was laid before the Council on 12th August and referred to the Text Book Committee.

The Committee had several Meetings and after a personal conference with Mr. W. Campbell directed the following Letter to be sent:—

IV. Letter from the Clerk of the Council to Messieurs James Campbell and Son.

I am instructed to inform you that your Letter of the 27th ultimo, having been laid before the Council of Public Instruction, was referred, together with the accompanying Reading Books, to the Committee on Text Books.

With reference to the conference of Mr. William Campbell with that Committee yesterday, I am to state, that it is understood that you assented to the following modifications in the series of Readers, videlicet:—

The substitution of a new 1st and 2nd Books, the Text to be supplied to you by the Committee, and the illustrations to be furnished by you, subject to their approval; the Third Book to be enlarged; a slight addition also to be made to the Fourth Book; a new Fifth Book to be introduced, consisting partly of Selections from your Fifth and Sixth Readers, such new, or additional, matter to be furnished to you at as early a date as possible, with a view to the new Fifth Book being in use at the commencement of the New Year.

It is further understood, that the Series of Readers, thus modified, will be published by you at your own expense, that you submit a bound copy of each Volume, together with a statement of the proposed price, for approval, before the middle of December next, and that those Reading Books, when approved by the Council, shall be the recognized Text Books for Ontario, and, according to the proposition in your Letter, open to every Person in the Dominion who may wish to print them.

There will be a Meeting of the Council on Monday, at which your reply can be submitted together with the report of the Committee.

Alexander Marling, Clerk of the Council, and Secretary of the Text Book Committee.

Toronto, 23rd August, 1867.

V. Letter from Messieurs James Campbell and Son to the Chairman of the Text Book Committee.

In answer to the Letter of 23rd from Mr. Marling, Secretary to the Committee on Text Books, and referring to the Conversation which our Mr. William Campbell had with the Committee, we beg respectfully to submit the following propositions:

We propose to print and prepare anew the 1st and 2nd Books from manuscript to be supplied from the Text Book Committee.

We propose to make such additions to our 3rd and 4th Books as the Committee may deem advisable.

We propose to print and prepare a new 5th Book, which Book will be made up from our 5th and 6th Books, and whatever additions may be made by the Committee.

These Books will be completed, and copies laid before the Council of Public Instruction by the middle of December next, provided that the Committee supply us with the manuscript in time to admit of our doing this.

We understand that these Books will be authorized by the Council of Public Instruction as the Text Books for Ontario, and that we shall be at liberty to print on the title page of each Book: "Authorized by the Council of Public Instruction for Ontario," and to stamp the outside of the covers of each Book: "Authorized series of Reading Books," or "Authorized Series."

We will prepare and print the whole of these Books, supply all the illustrations necessary, and do everything requisite to produce the Books in a thoroughly good and satisfactory manner, at our own expense. We also agree to throw them open to every one in the Dominion of Canada, subject only to the Council of Public Instruction, to whom we would give the whole control of them, without prejudice, of course, to our own right of publication.

The style of binding, paper and printing will be the same as in the Series of Reading Books, which we submitted to the Council on the 27th ultimo, except in the case of the 1st Book, which will be found in limp cloth, in order to make it more durable.

The prices at which we would propose to issue the Books to the Public will be: 1st Book, limp cloth, 5 cents; 2nd Book, cloth back, 15 cents; 3rd Book, cloth back, 30 cents; 4th Book, cloth stamped, 38 cents; 5th Book, cloth stamped, 50 cents.

In the case of the 1st and 2nd Books, the prices may slightly vary, according to the amount of manuscript supplied for them by the Committee. The prices of the other Books are estimated, as including all additions which may be made by the Committee.

TORONTO, August 24th, 1867. JAMES CAMPBELL AND SON.

NOTE. The foregoing proposition of Messieurs James Campbell and Son was laid before the Council, together with their Series of Books, and the following Report of the Text Book Committee on the subject:—

VI. REPORT OF TEXT BOOK COMMITTEE TO THE COUNCIL OF PUBLIC INSTRUCTION.

The Committee on Text Books beg leave to report that, in accordance with the desire of the Council, they have carefully examined the Series of Reading Books published by Messieurs Campbell and Son, and have considered the Letters addressed by that Firm to the Chief Superintendent. They are of opinion that the Books are well worthy of commendation, but are not suitable, without modification, for use in the Public Schools. They have considered the necessary alterations, and made a proposition on the subject to the Publishers of the Series. Those alterations are: The substitution of the Primer, First and Second Books, as prepared by the Committee, for the First Book, the Sequel, and the Second Book of the Series,—additions to the Third and Fourth Books, and the issue of a new Fifth Book to take the place of the Fifth and Sixth Books of the Series. On these modifications they have had a conversation with the Junior Member of the Firm, which has led to the correspondence herewith submitted.

Proceedings of the Council of Public Instruction Continued.

August 26th, 1867. Ordered,—That the Council approves of the action of the Committee relative to the Reading Books submitted by Messieurs Campbell and Son, and will sanction the use of the Series, when prepared according to the direction of the Committee, as soon as the suggested modifications shall have been completed to the satisfaction of the Council, on the conditions stated by Messieurs Campbell in their

Letter of the 24th instant, that any one in the Dominion shall be at liberty to republish them, and that they shall be under the control of this Council.

VII. The Chief Superintendent of Education to Messieurs James Campbell and Son.

In reply to your Letter of the 24th instant, I have the honour to transmit you herewith an Extract from the Minutes of the Council of Public Instruction, including the Report of the Text-Book Committee, stating the conditions on which your proposals are accepted. I am also to remark that the Titles of the Series of Readers will be a matter of consultation; and that no time will be lost in furnishing you with a copy of the manuscript, so that the printing of which in the Series of Readers in question can be proceeded with at the least possible delay.

Toronto, August 27th, 1867. Egerton Ryerson.

Proceedings of the Council of Public Instruction continued:

September 2nd, 1867. Doctor Sangster was present by request.

The manuscript of Part I of the First Reading Book was laid before the Council, and was ordered to be sent to Messieurs Campbell and Son to be printed, a proof to be furnished to the Council at its next Meeting.

The application of Mr. Robert Hamilton, a Pensioner, to be allowed to reckon another year of service was sanctioned, satisfactory evidence being furnished by him.

September 9th, 1867. Doctor Sangster was present by request.

The revise of Part I. of the First Book was laid before the Council by the Text Book Committee, and having been further examined and corrected, was ordered to be sent to the Publishers.

A pattern for a stamp to be impressed on the covers of the bound Reading Books of the new Series was agreed on, and it was also directed that the Royal Arms should also be printed on the title page of each of the Books.

The draft of the Agreement prepared by Doctor McMichael, respecting the copyright of the new Series of Reading Books, was submitted to the Council and approved.

September 6th, 1867. The proof sheets of Part I of the First Reading Book were laid before the Council and discussed, and it was agreed that a revise of them should be prepared for a Meeting to be held later on.

September 16th, 1867. The Council proceeded with the examination of the Series of Reading Books, and postponed any further action till the next Meeting.

September 26th, 1867. Several Communications were laid before the Council.

Ordered, That the Chief Superintendent be requested to reply to a Letter from Doctor Sangster, to the effect that the Council is not prepared to take action on the subject of his salary at present.

Ordered, That the Letter from Messieurs Miller, Macallum and Grote be referred to the Text Book Committee, with the accompanying Books.

Ordered, That the name of the new Series of Readers be "The Canadian National Series of Reading Books."

The Reverend Doctor McCaul presented, on behalf of the Text Book Committee, Part II of Book I, as revised, and Book II, which was adopted and the revision was directed to be sent to the Publishers. The Council also made some progress in the examination of Book V.

October 2nd, 1867. Several Communications were laid before the Council.

The Chief Superintendent presented to the Council a duly executed Deed, conveying to him, as Chief Superintendent of Education, the copyright of the Canadian National Series of Reading Books, as directed by the Council on the 9th of September, and it was,—

Ordered, That the said Deed be entered in the Minutes, as follows:—

This Indenture made the twenty third day of September in the year of Our Lord, one thousand, eight hundred and sixty seven between.

The Very Reverend Henry James Grasett, B.D. The Reverend John McCaul, LL.D. The Reverend John Barclay, D.D. all of the City of Toronto, the Reverend William Ormiston D.D. of the City of Hamilton, and Messieurs James Campbell and Son, Booksellers and Publishers of the City of Toronto, of the first part and

The Reverend Egerton Ryerson of the City of Toronto, D.D., Chief Superintendent of Education for the Province of Ontario, of the second part:

Whereas the Books, hereinafter mentioned, were prepared for the use of the Council of Public Instruction in the Privince of Ontario, and, it is desirable to secure the copyright of the same in the party of the second part, being the Chief Superintendent of Education for the Province of Ontario, for the uses of the Council of Public Instruction in the said Province.

And Whereas the Parties hereto have agreed to execute this Indenture for the purpose of removing all doubts, if any such exist, as to the true proprietorship and ownership of the said Books, in order that the said copyright may be properly secured.

Now this Indenture witnesseth, that the parties hereto of the first part, in pursuance of the premises, and in consideration of the sum of five shillings to each of them in hand paid by the said party of the second part, the receipt whereof is hereby acknowledged, have conveyed, assigned and transferred, and, by these presents do convey, assign and transfer unto the said Party of the second part, his Executors, Administrators and Assigns, all and any right, title, or interest, property claims, or demands, or right of proprietorship, which they, or any, or either of them, may possess, or in anyway be entitled to, of, in, or to the several Books hereunder described that is to say—the Series to be known as the Canadian National Series of Reading Books and consisting of:—

The First Book of Reading Lessons. Part I.
The First Book of Reading Lessons. Part II.
The Second Book of Reading Lessons.
The Third Book of Reading Lessons.
The Fourth Book of Reading Lessons.
The Fifth Book of Reading Lessons.

To have and to hold the same to the said party of the second part, his Executors, Administrators and Assigns; with full power and authority to him to obtain the copyright thereof in his own name, and to have the sole right and liberty, subject, as hereinafter mentioned, of printing, reprinting, publishing and binding the same, but for the use of the Council, and he, the party of the second part, agrees to hold and possess all the property, rights and privileges hereby assigned, or intended so to be, for the use, benefit and behalf of the Council of Public Instruction in the Province of Ontario, and subject to its directions,—reserving, however, to the said James Campbell and Son the right also of publishing, printing, and vending the said Books.

And the said party of the second part, for himself, his Executors, Administrators and Assigns, covenants and agrees to, and with, the said parties of the first part, and with their, and each of their Executors, Adminstrators and Assigns, in manner following, that is to say:

That, in case of resignation, death, or removal of him, the party of the second part, of, or from the said Office of Chief Superintendent, or, in case, from any cause, he shall cease to hold the said Office, he, the said party of the second part, will, at the request and instance of the said Council of Public Instruction for the said Province of Ontario, and in case of his death, his Executors, Administrators, or Assigns, will, at the said like instance and request, convey, assign and transfer unto his Successor in Office, or to the Person, who, for the time being, shall hold the said Office of Chief Superintendent of Education in the Province of Ontario, or to such person as shall, by proper instruments, be appointed for that purpose by the said Council of Public Instruction, all the right, title, interest, property, claims and demand, and right of proprietorship in, and to, the said Books, which, by their Indenture are conveyed, assigned, transferred and assured to him, the said party of the second part, or intended so to be, or of, or to, which he shall be entitled, or possessed, in any manner whatever, but for the same uses and trusts, and subject to the same directions of the said Council, in all respects, as he, the said party of the second part, now holds the same, and subjecs to the same rights and privileges as are hereby conferred on the said James Campbell and Son.

In witness thereof, the Parties hereto have hereunto set their hands and seals the day and year first above written, in presence of—John H. Sangster, and Alexander Marling, H. J. Grasett, John McCaul, John Barclay, William Ormiston, James Campbell, William C. Campbell, per James Campbell, Attorney, Egerton Ryerson.

The Reverend Doctor McCaul, on behalf of the Text Book Committee, presented to the Council the manuscript of the Fifth Book of Reading Lessons, together with the prefaces to the Third and Fourth Books, all of which were adopted after examination, and ordered to be sent to the Publishers.

October 17th, 1867. Doctor Sangster was present by request.

The proof of a portion of the Second Book of the new Series of Readers, having been received from the Publishers, were submitted for examination.

It was arranged that the subject should be deferred until the 21st instant, and that, in the meantime, the Book should be examined by Members of the Council, Doctor Sangster was also requested to prepare the required additional matter.

October 21st 1867. Doctor Sangster was present by request.

The proof of a part of the Second Book, as submitted by the Text Book Committee, was examined and sanctioned. The required matter for the same was adopted, and ordered to be sent to the Publishers.

November 18th, 1867. Several Communications were laid before the Council.

Specimens of new Maps and proofs for the forthcoming edition of Lovell's General Geography were also submitted to the Council: It was,—

Ordered, That the above Letters, together with the proofs and Maps, be referred to the Text Book Committee.

December 16th, 1867. Several Communications were laid before the Council.

Ordered, That Mr. John H. Glashan's resignation, as Master in the Boys' Model School, be accepted, to take effect at the end of the year.

Ordered, That Mr. Archibald be appointed to the 2nd Assistant Mastership in the Boys' Model School from the 1st of January, 1868, and that Mr. James L. Hughes, the present 2nd Assistant, be appointed to succeed Mr. Glashan.

The Chief Superintendent submitted the proof sheets of the revised General Catalogue for Public School Libraries, and a Memorandum from the Deputy Superintendent of Education on the subject of the addition of Standard Works of Fiction to the Library Catalogue, which were approved.

The Committee on Text Books presented the following Report on the matter rereferred to them, which was adopted:—

The Committee on Text Books beg leave to report, that they have considered the Letters of Mr. John Lovell and of Mr. Adam Miller, and have corresponded with these Publishers on the subject of their Communications, which was referred to them by the Council. They now recommend that the offer of Mr. Lovell should be accepted, so far as relates to "Lovell's General Geography," "Easy Lessons in General Geography," and the "National Arithmetic." They also recommend that Mr. Miller's offer of the copyright of his English Grammar should be accepted, but they consider careful revision of it to be requisite, and they would suggest the necessity of having a short introductory Book on the subject. The same necessity, it appears to them, exists as to an elementary treatise on Arithmetic. They further recommend the continuance of the following Books:

De Fivas' Grammaire des Grammaires; Voltaire's Charles XII; Corneille's Horace; Spier's Surenne's Dictionary; Potts' or Todhunter's Euclid; Todhunter's, or Sangster's Algebra; Hodgins History of Canada; Hullah's Vocal Music.

They subjoin a list of authorized Books, which, they believe, will be found useful, either as substitutes for those already used, or as additions.

De Fivas' Elementary French Book; Collier's smaller History of England; Peck's Ganot's Natural Philosophy; Gray's How Plants grow; Hooker's smaller Physiology; Johnson's Book-keeping; Spencer's Modern Gymnast.

On other subjects, not mentioned here, they propose submitting another Report during the ensuing year.

The Committee desire to bring specially under the notice of the Council the great want of an adequate Library of School Text Books. They are of opinion that the result of a Circular, addressed by the Department to the British and American Publishers, would result in the foundation of a sample collection, useful, not merely to the Council and the Committee, but also to the large body of Teachers throughout the Dominion.

December 26th, 1867. Several Communications were laid before the Council.

Ordered, That the Letters of Messieurs Lovell, Klotz, and Sefton be referred to the Text Book Committee.

It was proposed by the Chief Superintendent that the Council should make a general Regulation with respect to all Text Books of which the copyright is accepted by the Council, to the effect that permission to republish such Books shall, in no case, be granted to any person, except the Publishers who surrenders such copyright for the period of one year from the date of the authorization of the Book by the Council.

The subject having been considered, it was agreed to defer a decision until the next Meeting.

Two applications for Pensions to Superannuated Teachers were approved, and one was rejected.

December 31st, 1867. The Letter of Messieurs Campbell and Son, submitting the copyright of their Geography was laid before the Council, and it was,—

Ordered, That the Chief Superintendent be requested to inform Messieurs Campbell and Son that the Copyright of Mr. Lovell's "General Geography" and "Easy Lessons on General Geography" had been offered to and accepted by the Council, previously to the receipt of their Comumnication.

The following Report from the Text Book Committee was presented to the Council and adopted.

The Text Book Committee have considered the Letter of Mr. John Lovell of the date of the 23rd of December, 1867, which was referred to them by the Council, and are of opinion that it is premature to recommend the acceptance of the Elementary Arithmetic before the work has been prepared and submitted. If, however, that present Book be revised and modified, so as to meet their approval, they will be prepared to recommend that it should be authorized.

They have also considered Mr. Sefton's Letter, and are of opinion that such a work as he contemplates would form a useful addition to the list of School Books. They cannot, however, pledge themselves to approve the Book before they have had the opportunity of examining it.

With reference to the note of Mr. Borris, they recommend that a reply should be sent to him, intimating that the Council will shortly recommend a selection from the Books approved by the Council of Public Instruction of Quebec.

The Committee have agreed upon the addition of the following Text Books to the list already submitted by them for the approval of the Council. Collier's History of English Literature. Field Exercise and Evolutions of Infancy. (Pocket edition).

Manuscript of Books on English Grammar by Mr. Elliott and Mr. Bates were laid before the Council.

The proposition of the Chief Superintendent, of which the consideration was referred at the last Meeting, having been under discussion it was,—

Ordered, That, in regard to those Publishers and Printers who have transferred, or may hereafter transfer to the Chief Superintendent of Education, and to the control of the Text Book Committee, the copyright of School Text Books, which have been, or may be revised, under the sanction of the Council, and, when so revised, have been, or may be approved and authorized by the Council, it is deemed right and best, for the encouragement of authorship, and the printing of good Books, that the Chief Superintendent of Education should not sanction, or countenance, for at least twelve months after the authorization of such Text Books, the reprinting of them by any other than the party who has incurred the expense and responsibility of preparing and printing the first Edition of such revised and authorized School Text Book.

The following recommended Regulation respecting School Vacation was submitted by the Chief Superintendent:—

That the Regulations in regard to Holidays and Vacations for both Grammar and Common School should be amended as follows: namely

1. Good Friday, the day set apart for the celebration of the Queen's Birthday, and every Saturday, as prescribed by Act of Parliament, shall be a Holiday.

2. There shall be two Vacations in each year; the Winter Vacation shall consist of eight days from Christmas to New Year's Day inclusive. The Summer Vacation shall continue six weeks, commencing on the last Friday in June and ending on the second Friday in August.

VIII. From the Chief Superintendent of Education to the Provincial Secretary.

I have the honour to submit to the favourable consideration of His Excellency-in-Council the appointment of the Venerable Archdeacon Fuller, D.C.L. of Toronto, as Member of the Council of Public Instruction for Ontario, in the place of the late Honourable Samuel B. Harrison, deceased.

The Reverend Doctor Fuller has, from the beginning, been a friend of the Common School System. He is of the same Church of the late Judge Harrison, and his standing and qualifications in every respect render him a suitable Member of the Council of Public Instruction, in which there are three Presbyterians Clergymen, and only one Clergyman of the Church of England, except the President of Toronto University College, who, as well as the Head of every other University College in this Province, is *ex officio* Member of the Council for Grammar School purposes only.

Toronto, 23rd December, 1867. Egerton Ryerson.

Note. The Reverend Doctor Fuller appointed as a Member of the Council was concurred in by the Government, and was Gazetted as follows:—

His Excellency, the Lieutenant-Governor, has been pleased to appoint the Rev. Thomas Brock Fuller, D.D., D.C.L., Archdeacon of Niagara, to be a Member of the Council of Public Instruction for the Province of Ontario, in the room and place of the Honourable Samuel Bealy Harrison, Q.C., deceased.

Exception having been taken by *The Globe* newspaper to this appointment of the venerable Archdeacon, he addressed the following Letter to the Editor of that paper. He says:—

"It is quite true, that several years ago, in my place in the Synod of this Diocese, I did advocate the claim of our Church to have the same right, (as far as Cities and Towns were concerned), accorded to her, as had been conceded to the Romish Church, in regard to Separate Schools; but I am not conscious of having been "very active," much less "eloquent" in my advocacy of such claim. But, since that time several years have rolled over us; and, as one who believes that he should "live to learn," I candidly confess, that my views on that point have been greatly modified by much that I have learned since that time. Finding that we could not obtain a recognition of our claim, in consequence of a great division of opinion amongst both our Clergy and Laity on the subject; and that one-third of the Superintendents of the Common Schools in Upper Canada were Clergymen of our Church,—many of whom informed me that their connection with the Schools was advantageous to them as Clergymen, and of spiritual service to the Schools, where every facility was afforded them for giving the children all the Religious Instruction that their own time would allow them to give—I felt it my duty, as a Canadian, anxious for the prosperity of my Country, to advise Members of the Synod to agitate this question no longer, (it being, under our circumstances, only productive of strife and contention), but to do all we could to work the System of Common Schools established in the Country, and, where we could, to avail ourselves of the advantages afforded us of imparting religious instruction to the children of our Communion attending the schools.

The correctness of this view was made manifest to me during a visit to Dublin last October. I was fortunate enough, on that occasion, to be the guest of a Rector of one of the principal Parishes in that City, and who is a distinguished Graduate of Trinity College, of which he had been many years a Fellow and Tutor, but one who keeps his eyes open and thinks for himself. From him I learned a great deal about the working of the National School System in Ireland, and in regard to the success of the Schools under the care of the Irish Clergy, who had conscientiously and strenuously opposed the National School System since its establishment in 1831, when Lord Derby was Secretary of State for Ireland. He informed me that the Schools under the care of the Irish Clergy had been far from successful, and that the education afforded in them had been so inferior to that obtained in the National Schools, that the children of the Church had been left behind those attending the National Schools, in consequence of their atendance at them. I learned from him, that he had been compelled to employ Roman Catholics who had been educated in National Schools, to teach the children in his Parish School, (which was well endowed), music and drawing; simply because none educated in the Schools under the care of the Clergy were capable of affording instruction in those branches; and he further informed me, that a few months previous to my visit, a friend of his, a Director of the Bank of Ireland, had lamented to him how much the Protestant youth of the City were falling behind their Roman Catholic fellow citizens in all points, where a good business education was required; and illustrated his remarks by assuring my friend that out of nineteen appointments to clerkships in the Bank of Ireland, seventeen had been filled by Roman Catholics only because that out of numerous Protestant applicants, only *two* could come up to the standard fixed by the Bank.

This view of the question was further confirmed by an admirable Letter, written by that most excellent Prelate, Lord John George Beresford, for many years 'Primate of all Ireland.' "

In that Letter, His Grace acknowledged that, although he had, until recently, been opposed to the National School System, and had done all he could to foster the opposing one; yet he had become thoroughly convinced that the latter could not compete with the former, and that it would be the wisdom and the duty of the Clergy of the Established Church, to abstain from further opposition to the National School System, and to work cordially with the System, whenever they could do so.

These facts convinced us in the Synod that we had been right in declining any longer to agitate the Country by asking for Separate Schools for our Communion in Cities and Towns; for it appears that, even if we could have obtained them, the chances were greatly against them being as good in many very important respects as our Common Schools.

These views I, by chance, enunciated to these Gentlemen to whom I suspect I owe my late appointment; and, whilst I am not ashamed of having adopted them, as a consequence of the increased information that I had obtained on the subject, I do not think that those who recommended my appointment, (knowing what you now know), were guilty of recommending one who is an enemy to our System of Common Schools. Had I considered myself as such, I should not have accepted the position offered me; but, believing that I can cordially work out the System, and join others in improving it in regard to the lowest class of our population, I have accepted it, in the hope of being able to do some service in that position to my native Country.

The Chief Superintendent of Education in a Letter to the Editor of *The Globe* thus justifies Archdeacon Fuller's appointment. He says:—

After the discussion which had taken place in your columns, relative to the appointment of the venerable Archdeacon Fuller, as Member of the Council of Public Instruction, will you permit me to state a fact, as one of the principal grounds on which I

submitted his name to the favourable consideration of the Governor-in-Council,—a duty which I have been required to perform, not only in the original appointment to the Council in 1846, but in regard to every vacancy which has occurred in it from that time to this.

There are three Presbyterian Clergymen members on the Council of Public Instruction, all appointed on my recommendation, but there was but one Clergyman of the Church of England appointed a Member of it before Doctor Fuller. (The Heads of all University Colleges in Upper Canada are *ex-officio* Members for Grammar School purposes.)

On the lamented death of Judge Harrison, (who was a Member of the Church of England), I submited the name of Doctor Fuller to succeed him, not only on the ground of his position and qualifications, but on account of the following fact:

After the passing of the Common School Act of 1850, I was invited by the School Authorities of the County of Lincoln, to deliver an Address on 'Free Schools,' in a grove not far from Doctor Fuller's Residence. More than a thousand children, and some thousands of grown up persons were present. After the delivery of my Address, (which was afterwards printed and 120,000 copies circulated in the neighbouring State of New York), Doctor Fuller asked permission to say a few words. I did not then know him by sight, and felt apprehensive, from what I had heard of him, that he intended to protest against the doctrines I had advocated; but, to my surprise and delight, he remarked in effect, that he had not heard that subject before discussed, but he was convinced by what he had that day heard, that Free Schools were the true principle of educating a whole people, and he wished to say that whatever property he possessed in that and other parts of Upper Canada, he was willing to have taxed for the education of all the children of the land.

Such an avowal of sentiment by Doctor Fuller,—a man of wealth and high standing—in the infancy of the School System, had an immense influence in the establishment of Free Schools throughout the County of Lincoln; and I had determined, ever since his removal to Toronto, to avail myself of the first suitable opportunity to recommend his appointment as a Member of the Council of Public Instruction. I think I should have done wrong, had I done otherwise.

TORONTO, January, 1868. EGERTON RYERSON.

CHAPTER VI.

CONFEDERATION BRITISH NORTH AMERICA ACT RELATING TO EDUCATION, 1867.

Among the Resolutions adopted by the Canadian House of Assembly, on the 13th of March, 1865, was the following:—

43. *Resolved*, That the Local Legislature of each Province shall have power to make Laws respecting. . . .

6. Education; saving the rights and privileges which the Protestant, or Catholic, minority in both Canadas may possess, as to their Denominational Schools, at the time when the Union goes into effect.

It was upon this Resolution that the following provisions in the Imperial British North America Act: 30th and 31st Victoria, Chapter 3, Section 93, (1867,) were founded:—

93. In and for each Province, the Legislature may exclusively make laws in relation to Education, subject, and according, to the following provisions:—

1. Nothing in any such Law shall prejudically affect any right, or privilege, with respect to Denominational Schools, which any class of persons have by Law in the Province at the Union.

2. All the powers, privileges, and duties at the Union, by law conferred and imposed in Upper Canada, on the Separate Schools and School Trustees of the Queen's Roman Catholic Subjects, shall be, and the same are hereby, extended to the Dissentient Schools of the Queen's Protestant, and Roman Catholic Subjects in Quebec.

3. Where, in any Province a System of Separate, or Dissentient, Schools exists by Law at the Union, or is thereafter established by the Legislature of the Province, an appeal shall lie to the Governor-in-Council from any Act, or decision, of any Provincial Authority affecting any right, or privilege, of the Protestant, or Roman Catholic, minority of the Queen's Subjects, in relation to Education.

4. In case any such Provincial Law, as, from time to time, seems to the Governor-General-in-Council requisite for the due execution of the provision of this Section is not made, or, in case any decision of the Governor-General-in-Council, on any Appeal under this Section is not duly executed by the proper Provincial Authority in that behalf, then, and, in every such case, and as far only as the circumstances of each case require, the Parliament of Canada may make Remedial Laws for the due execution of the provisions of this Section, and of any decision of the Governor-General-in-Council, under this Section.

LEGAL OPINION ON THE FOREGOING 93RD SECTION OF THE BRITISH NORTH AMERICA ACT.

The following is the joint opinion of Messieurs Stephen Richards, Adam Crooks and Edward Blake, on the legal effect of Provincial Legislation under the authority of the 93rd Section of the British North America Confederation Act of 1867, obtained in that year by *The Globe* Publishing Company of Toronto:—

The effect of the 93rd Section, taken by itself, is to confer upon the Provincial Legislature exclusively the power to make laws in relation to Education, subject to certain restrictions, or provisions; but, at the same time, to authorize the Parliament of Canada, in certain cases, and only so far in those cases as the circumstance of each case require, to pass remedial Laws on the same subject. The restrictions, or provisions, to which the Provincial Legislatures are subject are as follows:—

1st. The first Sub-section provides that no Law of the Provincial Legislature shall prejudicially affect any right, or privilege, with respect to Denominational Schools, which any class of Persons has, by law in the Province, at the time of the Union.

2nd. The second Sub-section provides that all the powers, privileges and duties which, at the time of the Union, are by Law conferred and imposed in Upper Canada on the Separate Schools and School Trustees of Roman Catholic Schools, shall be, and they are, by this Sub-section, extended to the Dissentient Schools of Protestant and Roman Catholic Schools in the Province of Quebec. We think the Schools referred to are those established under the School Law of Lower Canada.

3rd. The first Sub-section, it will be seen, restrains the Local Legislature from prejudically affecting any existing right, or privilege. The second Sub-section requires the extension of, and does extend to, Dissentient Schools in Lower Canada certain powers, privileges and duties, but there is no obligation to introduce a system of Separate, or Denominational, Schools into any Province where no such system now exists. If, however, the Legislature of such Province should hereafter establish a Separate, or Denominational, School System, then the right to the continuance of the System, is so far secured by the third Sub-section, that an appeal would lie under that Sub-section to the Governor-in-Council, from any Act, or decision, of any Provincial

Authority affecting any right, or privilege, of the Protestant, or Roman Catholic, minority in relation to Education. The right to appeal, given by this Sub-section, applies also to Lower Canada and to any Province, where a System of Separate Schools prevails at the time of the Union. The effect of an appeal, under Sub-section three, is considered below.

The above embraces all the restrictions, or obligations, by this Section imposed on the Local Legislatures; and subject thereto, any Law which a Provincial Legislature may enact on the subject of Education will have effect, but the Parliament of Canada may, in the cases, to which the fourth Sub-section applies, but only to the extent authorized thereby, modify, or render inoperative, the local enactment.

4. Under the 4th Sub-section there are two cases, or classes of cases, on which the Parliament of Canada may pass certain Remedial Laws on the subject of Education:—

First,—Where such Law is not made by the Local Legislature as to the Governor-General-in-Council seems requisite for the execution of the provisions of this 93rd Section, the Parliament of Canada may, so far only as the circumstances of the case require, make Remedial Laws for the due execution of the provisions of the Section. The Governor-in-Council, we take it, should make known to Parliament, by Order-in-Council, Message, or other Official Act, what Law he considers necessary.

Second,—Where an Appeal is made to the Governor-in-Council under the 3rd Sub-section, and his decision thereupon is not duly executed by the proper Provincial Authority, the Parliament of Canada may, so far only as the circumstances of the case require, make Remedial Laws for the due execution of such decision.

It is only in the above cases, and to the extent mentioned, that the Parliament of Canada has authority to legislate under this Section, and, in each case, the preliminary action of the Governor-in-Council, referred to in the preceding paragraph, is necessary to give jurisdiction.

Among the "provisions" to be executed, contemplated in the first case, are those of the 2nd Sub-section; for, although that Sub-section seems at once to extend to the Province of Quebec all privileges, powers, and duties therein mentioned, yet legislation may be required to arrange the machinery and details for practically carrying out the provisions referred to.

Possibly cases may arise affecting the provisions of the 1st and 3rd Sub-sections, in which the Governor-in-Council might act without any Appeal being had to him.

The Appeal provided by the 3rd Sub-section is, from "any Act, or decision, of any Provincial Authority affecting any right, or privilege, of the Protestant, or Roman Catholic, minority, in relation to Education," in any Province in which a System of Separate, or Dissentient, Schools exists by Law at the time of the Union, or is thereafter established by the Legislature of the Province. This gives the right of appeal from any Act, or enactment, of the Local Legislature affecting the right, or privilege, mentioned. Also, from decisions affecting such right, or privilege, by the Department of Education, or any similar Authority having charge of the administration of the law on the subject of Education, on matters which a jurisdiction, or discretionary action, is by law given to such Department, or Authority, so that, in case the Legislature in a Province, where a system of Separate, or Dissentient, Schools is established, enacts a law affecting an existing privilege, of the Protestant, or Roman Catholic, minority, in relation to Education, an Appeal will lie to the Governor-in-Council; and, if his decision upon such Appeal is not executed, or carried out, by the Local Legislature passing the necessary Law for the purpose, the Parliament of Canada may make a Remedial Law necessary for the execution of such decision; but to warrant the Appeal referred to, there must be an existing right, or privilege, to be affected by the local enactment appealed from. So, also, in case of an Appeal from the decision of the Department of Education, or other similar Authority, if the decision of the Governor-

in-Council is not duly executed by the Department, or other Authority referred to, the Parliament of Canada may pass the Law requisite for enforcing the decision.

But the decision to be appealed from must be one affecting an existing right, or privilege, of the minority. No new rights, or privileges, are to be acquired by means of an Appeal under the 3rd and 4th Sub-sections of the Confederation Act.

TORONTO, March 9th, 1867.

STEPHEN RICHARDS.
ADAM CROOKS.
EDWARD BLAKE.

We also incline to the opinion that an Appeal would lie to the Governor-in-Council from any decision of a Provincial Court affecting any existing right, or privilege, of a minority, and that the Governor-in-Council may declare it necessary to pass a Law providing the requisite machinery for the enforcement of his decisions, and that Parliament may, upon such declaration, and at the failure of the Local Legislature to act, pass such law.

ADAM CROOKS.
EDWARD BLAKE.

TEXT OF PRIVY COUNCIL DECISION IN THE "CHRISTIAN BROTHERS" CASE.

NOTE. The following is the Text of the Judgment of the Lords of the Judicial Committee of the Privy Council on the Appeal of the Christian Brothers and others *versus* the Minister of Education for the Province of Ontario and another Appeal, from the Court of Appeal for Ontario; delivered on the 2nd November, 1906. It is I believe the first decision on the British North America Confederation Act of 1867:

Present at the hearing (17th and 18th July, 1906): Lord MacNaughten, Lord Dunedin, Lord Atkinson, Sir Arthur Wilson, and Sir Alfred Wills.

Counsel: The Honourable N. A. Belcourt, K.C. (Ottawa), for the Christian Brothers; Mr. W. D. McPherson (Toronto), for the Minister of Education; Mr. G. F. Henderson (Ottawa), for the Bilingual Teachers' Association of Eastern Ontario.

Judgment delivered by Lord MacNaughten.

This is an appeal from the Court of Appeal for Ontario, upon a reference of the Lieutenant-Governor-in-Council, under the provisions of Chapter 84 of the Revised Statutes of Ontario, 1897.

The question submitted to the Court in substance was this: Are the Members of the two Religious and educational Communities, known as "the Christian Brothers of the Christian Schools" and "the Community General Hospital, Almshouse, and Seminary of Learning of the Sisters of Charity of Ottawa," commonly called "The Grey Nuns," who became Members of those Committees after the passing of the British North America Act, 1867, to be considered qualified Teachers for the purposes of the Separate Schools Act, and, therefore, eligible for employment as Teachers in the Roman Catholic Separate Schools within the Province of Ontario, when such Members have not received Certificates of Qualification to teach in the Public Schools of the Province?

The answer to this question depends upon the meaning and effect of the concluding words of Section 36 of the Ontario Separate Schools Act, Revised Statutes of Ontario, 1897, Chapter 294. This Section is in the following terms:

"The Teachers of a Separate School, under this Act, shall be subject to the same Examinations and receive their Certificates of Qualification in the same manner as Public School Teachers generally; but persons qualified by law as Teachers either in

the Province of Ontario, or at the time of the passing of the British North America Act, 1867, in the Province of Quebec, shall be considered qualified Teachers for the purpose of this Act."

The Court of Appeal answered the question in the negative, holding that the concluding words of Section 36, of the Ontario Separate Schools Act served only to protect the rights of those persons who, as individuals, were at the date of the passing of the British North America Act, 1867, in the Province of Quebec, entitled to exemption from Examination.

Their Lordships agree in the conclusion at which the Court of Appeal arrived, and are satisfied to adopt the reasons on which that conclusion is founded.

Their Lordships, therefore, will humbly advise his Majesty that the judgment of the Court of Appeal shall be affirmed and the Appeal dismissed. There will be no costs of the Appeal.

CHAPTER VII.

VAGRANT CHILDREN, JUVENILE CRIME AND ADULT CRIMINALS, 1866-7.

NOTE. The Chief Superintendent of Education in the *Journal of Education* thus called the attention of School Trustees to the subject of Juvenile Crime in Cities, as largely the result of Vagrant Children being allowed to roam at large in our Cities.

I desire to call the attention of Local Superintendents and Boards of School Trustees in Cities and Towns to the following extract from a Charge lately delivered by Judge Hagarty in Toronto to the Grand Jury. It shows that although a Country may have all the privileges of a system of popular education, it will not prevent crime, but, if unaccompanied by religious training, rather increases it:—The Judge, in his Charge, said:—

"Criminal statistics have, until the last few years, been almost wholly neglected amongst us, but the various reports of the Board of Prison Inspectors, who periodically examine and report on all the Prisons and Asylums in Upper and Lower Canada, present us with much valuable information.

It appears that in the year 1864 a grand total of 6,361 prisoners had been confined in the Upper Canada Common Jails, of whom 1,595 were in the Toronto Jail. The greatest number imprisoned at any one time was 763, of whom 217 were in Toronto Jail. Of the whole number for Upper Canada, 2,268 were for other than first offences.

The whole expense of the Upper Canada Common Jails for 1864 was $81,134, the Toronto Jail's share being $14,755.

It is stated that both in the Penitentiary and Comon Jails there was a considerable diminution in the number of Prisoners in 1864, which is attributed to the large emigration of a certain loose class of our population from Canada to the United States, attracted either by War bounties, or high rates of wages. This diminution, it is feared, can only be regarded as temporary.

Under the head of "Produce of labour of Prisoners," the Report gives for Upper Canada, in six Counties, $693. No portion of this trifling sum comes from Toronto Jail.

The darkest item in this black catalogue is that relating to young Prisoners. In Upper Canada, in 1864, there were commited to jail 311 Boys and 103 Girls, under the age of sixteen years.

Out of this aggregate the Toronto Jail furnished 90 Boys and 40 Girls, or nearly a third of the entire number in Canada West.

Thus it appears that last year 130 children under sixteen years of age were Prisoners in Toronto Jail, a most melancholy fact for the consideration not only of the Grand Inquest but of every Christian man in the community.

This picture is further darkened if we turn to the number of Prisoners over 16 and under 20; and we find 84 males and 94 females—in all 178 youths of both sexes at this most impressible and perhaps most dangerous period of life. In all, over 300 prisoners in one year, under 20 years of age!

A glance at the Jail statistics for the past five years gives us no reason to believe that the evil is decreasing. The total number of Prisoners in each year varies slightly till 1864, when the number was lowest, thus:—

	Total Prisoners in the Toronto Jail.	*Children under 16.*
1860	2,054	155
1861	1,815	73
1862	2,091	104
1863	1,971	129
1864	1,595	130

Commenting further on this sad state of affairs, Judge Hagarty remarks:—

For the last four years we find that the number of Children on our Jail steadily increasing, with but little change in the City population. Last year, although the total Prisoners were nearly 400 less than in 1863, the Children Prisoners were slightly more numerous. During the last five years nearly 600 children, male and female, under 16, have been confined in the Toronto Jail. We need hardly ask what may be the probable after-life of those who begin the world under such degrading conditions. We may ask, firstly—Is such a state of things without a remedy? Secondly—If there be a remedy have we sought to apply it? Toronto has not neglected to provide for her children the blessings of education. On the contrary, in no City in the world is a better education offered freely to all. We have noble School-houses, excellent Teachers, and a sound English education, at a cost to the Ratepayers of many thousands of pounds each year.

But are our street vagrants reduced in number? Is our Jail burdened with fewer Boy and Girl criminals? Is the dangerous class of society reached, the under darkness of vice and ignorance pierced by the light of instruction? There are few subjects on which men differ more widely than the manner in which this admitted evil can be dealt with.

Many persons insist that the Common School System is not destined to meet, and cannot properly be expected to meet, the case of the Vagrant Children who will not accept the free education offered.

Others argue that compulsory attendance, under a Truant, or Vagrant, Act, is the proper supplement to compulsory taxation.

Another class contend that, as the law compels them to support Common Schools, they ought to see at least a portion of their Rates expended in a vigorous attempt to reach and educate the only class from whose ignorance and destitution they apprehend danger to the peace and prosperity of society—and they argue strongly that it is a grave thing even to talk of applying portions of the Rates to establishing High Schools for Boys and Girls or to expend our energies in raising the standard of education; at least so long as vigorous efforts are not made to reach the vagrant classes—by working downward, as it were, instead of upward—and trying to get hold of the forlorn little creatures who fill the ragged schools and shoeblack brigades of which we hear so much in the Old Country Cities.

I have no intention to discuss the soundness of these differing views. I only desire to invite attention to things as they are and as they ought not to be.

We may feel pleasure in noticing that of late the subject seems to be attracting more attention than formerly, and it seems an evidence of a more healthy public opinion that the expression of a doubt as to the perfect working of our present system, no longer calls down ungenerous charges against the doubter of being an enemy to the cause of free education.

With the jail statistics of the last few years before us, it is not easy to suggest a more fitting topic for the consideration of a City Grand Jury than the possibility of extending the healthy influence of education to the class of Children, by whom our streets are infested and our jails burdened.

As already remarked, no place offers greater educational advantages than Toronto —a most excellent English education is obtained for a mere trifle.

The School Assessment is two cents in the dollar—say five pence in the pound. An annual value of £25 or £30 will comprehend the dwellings of perhaps a majority of the Ratepayers and of respectable and comfortable citizens, and on such the School Rate would be ten, or twelve, shillings annually, and for this any number of Boys and Girls can receive an excellent education.

The local School Report for 1863, (the latest I have seen,) states that 1,632 Children within school age, (of whom 1,165 were Protestant and 467 Roman Catholic), neither attended School nor were taught at home.

The classes most in want of instruction, and the most dangerous to society, are always those on whose ear the invitation to come and be taught falls unheeded.

Often filthy and unwholesome in appearance and ragged in clothing, they are rarely to be found in the clean and orderly ranks of our Schools. It is quite possible, and perhaps natural, that many respectable Parents have but little desire to see these unfortunates mixed with their own clean and well cared for Children.

It is, of course, the interest of all who use the Schools to elevate their character and efficiency, and it is doubtless an advantage to the community to have all its members thoroughly educated. It may still be a matter of profound regret that year after year is passing away, and a generation of Children ripening into crime in our midst, and refusing to avail itself of our noble provision for the Free School teaching of all.

It is for others to decide how a remedy is to be applied, whether by legislative action, or the voluntary efforts of the Ratepayers and citizens generally. It is to be earnestly hoped that some attempt may be made to work downward to reach the grade of children, apparently below the influence of our present School System, to gather them in their rags and squalor, (if necessary), apart from those of their own age who shrink from their contact. Those who know the poor can testify how they, too, shrink, in their filth and tattered clothing, from Church and School. It is idle to discuss the soundness of their reasoning on such a subject—it is enough to know that the feeling exists.

I am painfully sensible that this is an unpleasing subject to many ears, but it is one constantly forcing itself on the consideration of a Judge, who has before him so often the sorrowful spectacle of the young criminals left alone in their sin and misery, in the midst of a Christian community.

No subject more important from its terribly close connection with the state of crime amongst us, can be suggested for your consideration.

From the figures which I have quoted, it is clear that juvenile crime is not decreasing in our City.

I am sure, Gentlemen, that you will join me in the earnest hope that some means may be devised to lessen, what all must admit, to be a most dangerous symptom in our social state.

Reply of the Grand Jury to Judge Hagarty's Charge.

Every Christian man and woman in our City must feel the deepest sorrow at the present life and probable fate of what may be termed the substratum of our juvenile population—the little outcasts who hang around the Post Office—the Post Office Lane—and those who are daily applicants for charity at our doors. According to the precepts of our Christian faith, for these the Saviour died—notwithstanding their rags and poverty, "of such are the Kingdom of Heaven." Your Lordship has pointed out the fact that, during the last four years, the number of Children imprisoned under sixteen years of age has been steadily increasing.

It was mainly with the view of reaching the depraved and dangerous classes of the community that the respectable inhabitants of this City consented to be taxed so largely. It was thought that the Common Schools being made free, these Arabs of the streets would be induced to attend; but judging by the result of an extended experiment of fifteen years, it would appear that making the Schools absolutely free has not been entirely successful in the main object, for not only has juvenile crime increased, but we learn from the Report of the Local School Superintendent for 1864 that the attendance under the Free School System has been less in proportion to population than it was under the Rate-bill System; for it appears that under the Rate-bill System the attendance was as 1 in every 20½, while under the Free School System, it has been only 1 in 23. The attendance is also stated to have been more irregular and unreliable under the Free School System than it was under the Rate-bill System. The School Superintendent's Report for 1865 states the daily absences as 722, or about one-fourth of all on the roll, besides, 150 half day absences. By the same Report the Grand Jury learn that 5,550 Children received some amount of instruction during the year, yet so irregular and desultory has the attendance been that no less than 756 attending less than twenty days, 1,296 from fifty to one hundred days; in other words, out of the 5,550 Children, no less than 3,157 attending less than one hundred days, a period much too little to be of any real utility either for their own good, or for the good of the public.

The Free School System has been very costly to the Rate-payers, as compared with the Rate-bill System, for it appears from the annual School Report for 1864, that the annual average taxation for school purposes under the Rate-bill System, including rent, was only $7,400, to educate about 1,200 Children, while under the Free School System, during many years, it has not been less than $20,000 annually, to educate an average attendand of about 2,200, and this is exclusive of an additional sum of about $5,000, as interest on School property as rental.

If, therefore, the present Free School System has partially failed to reach the dangerous classes,—if the attendance has not only not been increased, but somewhat diminished—if, at the same time, it has proved costly, and if the burden has fallen chiefly on those who do not avail themselves of the Schools it appears to the Grand Jury that some modification of the present School System should be adopted, which should remedy, if possible, its defects, and equalize the burden of taxation.

In your Lordship's Charge, you state that 1,632 Children of School age attend no School, and receive no instruction at home; and that 143 juvenile delinquents,—taken mainly, we believe, from this number,—were confined in the Jail during the year.

The result of these Prison statistics and of our School System cannot be separated. With proper cultivation of the mind and attention to the body, we believe the dawning life of these 143 Boys and Girls might have been the commencement of a career of usefulness to the community and of honour to themselves.

Where, then, is the remedy? How are we to extend the hand of Christian sympathy to these little ones, and rescue them from the inevitable fate awaiting them?

We are strongly of opinion, that to feed and clothe their bodies must accompany any attempt at educating their minds.

It is obviously impossible to extend to them the benefits of our present School System, without attending at the same time to their personal wants. We should respectfully suggest the establishment of one or two Schools, in which the Children of the lowest and degraded could not only be taught free, but where some small amount of decent clothing and food could be provided when necessary, together with the appointment of one or more outside Officers, whose business it should be to visit the houses of the absentees, ascertain the causes of absence, and endeavor to influence the parents to the performance of their duty. It appears to the Grand Jury, that in order to accomplish this without additional expense to the City, and in view of the partial failure of the Free School System to reach the classes whose good was principally contemplated, it would be expedient to place a very small Rate per week, or say three cents per pupil, upon the Junior Divisions of the City Schools,—a somewhat larger Rate, say five cents, on the Intermediate Divisions, and say ten cents on the Senior Divisions.

This very small Rate would produce a sum of about $5,500 per annum, quite sufficient to carry these proposed Schools for the very poor into successful operation. With the formation of the Schools, and of High Schools for the more advanced pupils, our School System would, we believe, be as nearly perfect as it is possible to make it.

NOTE on the foregoing. For a comprehensive benevolent Scheme proposed by Doctor Ryerson, designed to deal with the class of Vagrant Children, so ably discussed in the foregoing Charge of the Honourable Mr. Justice Draper, and the Reply to it of the Grand Jury, see Chapter XIV of the Eighteenth Volume of this Documentary History. The Scheme was however not adopted as it was feared, and alleged, that it would lead to the extension of the Separate School System.

The subject, however, is constantly forcing itself on public attention, and, at the late County School Convention a number of Resolutions were passed on the subject, suggesting that a fine be imposed upon Parents who neglect sending their children of proper age to some School for at least four months in the year.

At a Meeting of the Upper Canada Teachers' Association in 1867, the subject was taken up and the consideration of what means can be adopted, in connection with our System of Education, for ameliorating the condition of the vagrant children of our Cities and Towns was discussed. In connection therewith, it was moved by Mr. McNaughton, seconded by Mr. Scarlett, "that in view of the great and growing evil of irregularity of the attendance in our Schools, this Convention would recommend the following as a remedy: That every child in a School Section shall be required to attend School at least four months in each year, in default of which the Parent, or Guardian, shall pay 25 cents for each Pupil for each month during which he fails to comply with the above requirement; that for the non-payment of fines, the proper Authorities shall have power to punish by imprisonment for a term not exceeding two months, and that no month shall be counted in which the Pupil has been absent more than five days." In amendment it was moved by Mr. James Carlyle, seconded by Mr. John Seath, "that this Association fully recognize the importance of regular attendance, and hope that ere long measures will be adopted to compel the

attendance of all children at School for at least four months of each year." There was a lengthy discussion upon both the Resolution and the amendment. On a division, there appeared for the amendment 19 ayes and 15 noes, and it was consequently pronounced carried, and the Resolution lost.

CHAPTER VIII.

BENEFACTIONS TO VARIOUS COLLEGES AND UNIVERSITIES DOWN TO 1866, 7.

In 1866, the Editor of this Documentary History addressed a Circular to the Various Colleges and Universities in Upper Canada, asking for information in regard to Private Gifts and Donations to these Institutions in the Province down to 1866. Replies were received from only some of the Colleges, so that the desired information is not complete.

In 1835, the Reverend Doctor Ryerson collected large sums in Britain in aid of the Upper Canada Academy, (now Victoria College), and subsequently, the Reverend William H. Poole, and the Reverend Doctor Aylesworth, collected several thousand dollars in aid of the same College. Doctor Strachan, the venerable Bishop of Toronto, in England, and the Reverend Doctor McMurray, in the United States, were highly successful in their efforts to obtain subscriptions and donations in the aid of Trinity College. Much liberality was also shown by subscriptions and donations to other of our Provincial Colleges, but of which we have no record.

THE UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.

The Reverend Doctor Snodgrass, President of the University, in his reply, writes, as follows:

Original Foundation.—Donations began to be received in December, 1839, and ultimately amounted to $34,955, in money. After the incorporation of the Board of Trustees, in 1841, there were conveyed, by different owners, 2,264 acres of Land, in various parts of Upper Canada, and several Lots in the City of Toronto. These Lands were valued at $6,928; but sales have shown the estimate to be considerably in excess of their real value.

Building Fund.—In October, 1854, a Building Fund was formed, and, between that date and April, 1858, donations amounted to $12,622. With this sum, and funds belonging to the original foundation, the Site and Buildings now occupied, formerly known as the "Summerhill Property," were purchased at a cost of $35,993.

General Fund.—(1856) Mrs. T. Wilson, Montreal, donation, $40; (1864), Mr. John Watkins, Kingston, donation, $100; (1866), Executors of the late Mr. George Michie, Toronto, intimated a legacy of $2,000.

Bursary and Scholarship Fund.—(1849 and 1851) the Reverend John Machar, D.D., two donations, $280; (1854) Honourable Oliver Mowat, Toronto $50; Students of St. Andrew's University, say $48, continued annually; (1854) Ladies of St. Andrew's Church, Toronto, $60, continued annually until 1858, when they gave an endowment of $800; (1856) Students of Aberdeen University, say $34, continued annually; (1857) the Reverends David Watson, Thorah, donation, $40; Mr. Hugh Allan, Montreal,

$50, continued annually; (1858-9) Mr. John Paton, Kingston, donation, $116; (1860) Mr. J. Mowat, Kingston, legacy, for an endowment, $800; Principal Cook, donation, $50; (1861) Ladies of Kingston, endowment, $1,113; (1862) the Honourable Alexander Campbell, Kingston, $80, continued annually; Mr. John Watkins, Kingston, $80, continued annually, with another donation of $60, for that year; (1863) Anonymous, $40; (1864), Donald Ross, Montreal, Fellowship, $200; (1865), E. H. Hardy, Kingston, $50, and (1866) by the same Gentleman, $50, both grants to be continued annually; Sabbath Schools, Missionary Associations, Congregations, and Presbyteries, contribute annually about $600. To the present time, donations, amounting to $1,684, have been received for the endowment of Scholarships in memory of the late Principal Leitch.

Special Prizes.—(1860), Endowment by Prince of Wales, $800; (1861), A Gentleman in Toronto, $20; Mr. James Douglas, Quebec, $40; (1865) Parties in Ottawa, $40; Mr. J. Smith, Montreal, $40; (1866) Offered by Mr. J. Carruthers, Kingston, $50; Mr. R. Cassels, Toronto, $40; Mr. J. Smith, Montreal, $40; Mr. J. Croil, Morrisburg, $25.

The Library.—Donors have been very numerous. It is estimated that the Volumes presented at various times, amount to 3,500, the probable value being $3,000. The following are some of the largest and most valuable contributions: the late Principal Leitch, 570 volumes; the late Mrs. McGill, Montreal, 310; Mr. J. Smith, Montreal, 490; Mr. W. Dow, Montreal, 145; Mr. J. Fotheringham, Montreal, 176; Mr. Charles Low, Montreal, 123; Mr. Donald Ross, Montreal, "Liberatti Impronte."

The Museum consists almost entirely of Donations. The following are among the most extensive and valuable: Canadian minerals and fossils, 3,040 specimens, bequeathed by the late Reverend Andrew Bell, of L'Orignal; from Sir William Logan, 209 minerals and rock specimens, 467 fossils, characteristic of the Canadian rocks, also a collection of the invertebrate Animals of the Gulf of St. Lawrence; Mr. A. T. Drummond, European and American coins, 300, Canadian minerals, shells, fossils, insects, fishes, and reptiles, 182 specimens; Dr. Thibodo, Walla-Walla, valuable collection of minerals, silver, mercury, gold, copper, etcetera, from California, Oregon, British Columbia, etcetera, also a collection of dried plants; Professor Williamson, an extensive series of fossils and minerals, mostly Canadian.

Observatory.—Reflecting Telescope, by the late Principal Leitch; Achromatic Telescope, by the late Mr. A. J. Macdonell.

VICTORIA UNIVERSITY, COBOURG.

The Reverend Doctor Nelles, President of Victoria University, in his reply, states, that only two donations, of the kind referred to in the Circular from the Editor, have been made to this University, videlicet:—

1st. A gift of $635, made in the year 1856, by J. George Hodgins, LL.B., for establishing two annual prizes in English Composition, and one in Scripture History.

2nd. A donation of $800, in the year 1860, by his Royal Highness the Prince of Wales, the interest of which is annually appropriated to the Prince of Wales gold and silver Medals.*

TRINITY COLLEGE UNIVERSITY.

In a Note from the Provost of Trinity College, he encloses the following list of donations and bequests to that University:—

Mr. Charles William Cooper, of the Village of Mount Pleasant, near Brantford, was the donor to Trinity College. He gave $4,000, in City of Hamilton Debentures.

* The Prince of Wales also gave $800 to the University of Toronto, Trinity College, the Normal School, and other of our Educational Institutions.

The Honourable James Gordon's bequest, of a Debenture of the Town of Brantford, for $2,000. Mr. Turner's bequest of $8,000, was in Gas stock, payable in Cash.

THE UNIVERSITY OF TORONTO.

By the will of the late Mr. Richard Noble Starr, a valuable Farm in the Township of Caradoc, in the London District, is bequeathed to the University of Toronto. The annual income derived from which is to be expended in providing three silver, or gold, Medals, as the Senate shall see fit, to be competed for by the Graduates of the University. The special subjects named in Mr. Starr's will are Anatomy, Physiology, and Pathology. And should the income derived from the property exceed, as it is likely to do, the cost of the Medals, the surplus will be devoted to provide Scholarships in the Faculty of Medicine.*

ALBERT COLLEGE UNIVERSITY, BELLEVILLE.

In a letter from the Reverend G. Shepard, Treasurer of the College, he reports the following donations:—

The Reverend James Richardson, D.D., $200; Reverend Philander Smith, $100; Reverend Joseph Wild, $100; Reverend Albert Carnam, M.A., $100; Reverend C. Newson, $100; Reverend G. Shepard, $70; Reverend J. M. Simpson, $50; the Reverend Doctor Ryerson, $50; James C. Huffman, $100; Robert Dennison, $100; John Davis, $100; Samuel Massey, $100; Rolph Bird, $100; Thomas O. Page, $100; Bidwell Lane, $100; Freeman Lane, $100; Erastus J. Badgley, $100; Levi. F. Moore, $100; John W. Sills, $100; Wm. B. Robinson, $50; Joseph Young, $50; Wm. H. Osborne, $10; Honourable Robert Reed, $50; Wm. Vanblæricum, $50; Jasper W. Lent, $50; Edwin Moran, $50; Robert Bird, $50; Barney Brisbin, $50; Richard Hare, $50; Jacob S. Fretz, $50; John Gibbard, $50; Charles Lane, $50; John Shibley, $50.

THE McGILL UNIVERSITY, MONTREAL.

From this University full information has been received, as follows:—The Honourable James McGill, by his last Will and Testament, bequeathed the Estate of Burnside, situated near the City of Montreal, and containing forty-seven Acres of Land, with the Manor House and Buildings thereon erected, and also the sum of ten thousand pounds in money, unto "The Royal Institution for the Advancement of Learning," constituted by Act of Parliament in the Forty-First year of the reign of his Majesty, King George the Third, to erect and esablish a University or College, for the purpose of Education, and the advancement of learning in the Province of Lower Canada, with a competent number of Professors and Teachers to render such establishment effectual and beneficial for the purposes intended, requiring that one of the Colleges to be comprised in the said University, should be named and perpetually be known and distinguished by the appellation of "McGill College." The value of the above mentioned property was estimated at the date of the bequest at £30,000.

At a Meeting called by a number of influential citizens of Montreal, 6th December, 1856, the following Resolution was adopted:

"That an effort ought to be made for increasing the Endowment of McGill College in such a manner as to extend its usefulness, and to place it for the future upon an independent and permanent footing."

Whereupon, in pursuance of the above Resolution, the following donations were enrolled for Special, or General, objects connected with the University,—

* After the great fire at the University in 1890, special gifts, ranging from a few dollars up to ten thousand were made to the University and its Library. There were three of ten thousand dollars each, three of Five thousand dollars each, and fifteen of one thousand dollars, besides great numbers at $250, $150, $100, $50, $40, $30, $20, $15, $10 each, etcetera

The Honourable John Molson, Mr. Thomas Molson, Mr. William Molson, £5,000 for the formation and maintenance of the Chair of English Language and Literature. The following Donations were also made to the University:—

John Gordon McKenzie, £500; Ira Gould, £500; John Fotheringham, £500; John Torrance, £500; Jas. B. Greenshields, £300; William Busby Lambe, £300; Sir George Simpson, Knight, £250; Henry Thomas, £250; John Redpath, £250; James McDougall, £250; James Mitchell, £250; James Torrance, £250; the Honourable James Ferrier, £250; John Smith, £250; Harrison Stephens, £250; Henry Chapman, £150. Mr. Chapman also founded a Gold Medal to be given annually in the graduating class in Arts. John James Day, £150; the Honourable Peter McGill, £150; Thomas Brown Anderson, £155; Peter Redpath, £150; Thomas M. Taylor, £150; Joseph McKay, £150; Augustus N. Heward, £150; Lonal Lorn McDougall, £160; the Honourable John Rose, £150; Charles Alexander, £150; Moses E. David, £150; William Carter, £150; Thomas Paton, £150; William Workman, £150; the Honourable Alexander T. Galt, £150; Luther H. Holton, £150; Henry Lyman, £150; David Torrance, £150; Edwin Atwater, £150; Theodore Hart, £150; William Forsyth Grant, £150; Robert Campbell, £150; Alfred Savage, £150; James Ferrier, Jr., £150; William Stephens, £150; N. S. Whitney, £150; William Dow, £150; William Watson, £150; Edward Major, £150; the Honourable Charles Dewey Day, £50; John R. Esdaile, £50.

Mrs. G. Frothingham, for the "Carpenter Collection," of Shells, $233.

The Honourable C. Dunkin, M.P.P., in aid of the Chair of Practical Chemistry, $1,200.

In 1860 the sum of £200 presented to the College by H. R. H. the Prince of Wales, was applied to the foundation of a Gold Medal, to be called the "Prince of Wales Gold Medal."

In 1861, the "William Molson Hall," being the west wing of the McGill College Buildings, with the Museum Rooms, and Chemical Laboratory and Class Rooms, was erected through the munificent Donation of the founder whose name it bears.

In 1864, the "Anne Molson Gold Medal" was founded by Mrs. John Molson, of Belmont Hall, for an honour course in Mathematics and Physical Science.

In the same year, the "Shakespeare Gold Medal" for an Honour Course, to comprise and include the works of Shakespeare and the Literature of England from his time to the time of Addison, both inclusive, and such other accessory subjects as the Corporation may from time to time appoint,— was founded by citizens of Montreal, on occasion of the three hundredth Anniversary of the birth of Shakespeare.

In the same year, the "Logan Gold Medal," for an Honour Course in Geology and Natural Science, was founded by Sir William Edmund Logan, LL.D., F.R.S.

In 1865, the "Elizabeth Torrance Gold Medal,." was founded by Mr. John Torrance, of St. Antoine Hall, Montreal, in memory of the late Mrs. John Torrance, for the best Student in the graduating class in Law, and more especially for the highest proficiency in Roman Law.

In the same year, the "Holmes Gold Medal" was founded by the Medical Faculty, as a memorial of the late Andrew Holmes, M.D., LL.D., late Dean of the Faculty of Medicine, to be given to the best Student in the graduating class of Medicine, who shall undergo a special examination in all the branches, whether Primary, of Final.

In a Letter from Doctor Dawson, the Principal, he says:—The only important donation in the present year has been that of a carefully selected and well bound lot of Historical works, amounting to 544 Volumes, by Mr. P. Redpath. It includes the publications of the Record office and many other valuable works, and is arranged by itself under the name of the "Redpath Historical Collections."

The Canada Presbyterian Church, with the sanction of the Synod, established a Professorship in the McGill College, of Montreal, in connection with the Church, for the preparation of Ministers to supply the vacancies arising in Canada East. The sum of $10,000 has been subscribed in Montreal, and $10,000 more is required for the endowment of a professorship.

BISHOP'S COLLEGE, LENNOXVILLE.

The Reverend Doctor Nicolls, President of the University, in his Letter, states: that Bishop's College received, in 1845, through the late Bishop of Quebec, a donation of £6,000 sterling, from Mr. Thomas Churchman Harrold, of Little Horkesley Park, Essex, given during his lifetime; £200 sterling, from Miss Leeds, of Ipswich; a legacy, £800 currency, from the Reverend L. Doolittle, also given during his lifetime. A valuable collection of minerals, from Sir W. Logan. A donation of books, about 600 volumes, from the Reverend Arthur Hussey, of England. A donation of about the same number of books, and Chinese and Indian Curiosities, from the late Bishop Mountain.

These are the principal donations it has received from individuals. It has received a large number of smaller donations, books, minerals, coins, etcetera, from other individuals. From societies, it has received valuable donations in money and in books.

GIFTS TO AMERICAN COLLEGES.

During the past year the Colleges and Seminaries of the United States have received liberal contributions. Yale College has received $450,000; Amherst, $110,000; Princeton (New Jersey), $130,000; the Syrian College, $103,000; Trinity (Hartford), $100,000; Rutgers (New Jersey), $100,000; Chicago Theological Seminary, $80,000; Bowdoin (Maine), $72,000; New York University, $60,000; Wesleyan University (St. Louis), $50,000; Andover Theological Seminary, $50,000; Dartmouth, $47,000; Harvard, $44,000; Williams, $25,000; Middlebury, $10,000; Phillips Academy, $25,000; Vassar Female College, $408,000; Ohio Wesleyan University, $10,000; Illinois College, $25,000.

KEBLE MEMORIAL COLLEGE AT OXFORD.

Up to the end of last year the sum collected in England for the erection of a Memorial College at Oxford to the Reverend John Keble, author of the "Christian Year," amounted to upwards of £30,000 sterling, or about $150,000.

ENDOWMENT, OWENS COLLEGE, MANCHESTER.

It has been decided to raise a sum of £10,000 sterling, for the endowment of a Chair of Engineers in Owens College, Manchester, England. Towards this sum £6,000 were subscribed.

THE UNIVERSITY OF EDINBURGH.

The following interesting extracts are from an Inaugural Address of Sir David Brewster's, at the opening of the University of Edinburgh.

Previous to the Reformation in Scotland, an attempt was made to found a University of Edinburgh. In 1858, Dr. Robert Reid, Bishop of Orkney, a Prelate of High accomplishments, who had filled for ten years the office of the Court of Session, bequeathed 8,000 merks for this important purpose. This sum, however, although it might then have been sufficient to provide an ordinary building, was withheld by his Executor, the Abbot of Kinloss; and it was not until 1825 that half the legacy, without interest, was realized by the citizens of Edinburgh. In 1850 it was declared in the Book of Discipline, sanctioned by the Great Council of Scotland, "that every Church should have a Schoolmaster, able at least to teach Grammar and the Latin tongue," and that "in every notable Town there should be erected a College in which the arts, together with the tongues, should be read by sufficient Masters." And in order to secure for the people a sound education, and for the State a moral and religious community, the great Reformer announced the grand principle which our statesmen have failed to

appreciate, "that the great Schools called Universities shall be replenished with those apt for learning, and that it must be carefully provided that no Father, of whatever estate or condition, shall use his children at his own fancy, especially in their youthhood, but all must be compelled to bring up their children in learning and virtue." Impressed with these views, the Magistrates and Council purchased, in 1563, as the Site for a College, a right to a great part of the ground and buildings which belonged to the Provost and Prebendaries of the Collegiate Kirk of Field. Close to this Site stood an ancient pile of Buildings, which had been the town residence of the old Dukes. It was fitted up for Class Rooms; and other Apartments were added from time to time. It has since been replaced by the magnificent Buildings which the College now occupies.

The most munificent and valuable gift ever made to the University, we owe to the generosity of a soldier—General John Reid, Colonel of the 88th regiment of Foot, who, in 1803, bequeathed £68,000 "for establishing and endowing a Professorship of Music in the College and University of Edinburgh, where," to use his own words, "he had his education, and passed the pleasantest part of his youth." In 1820, George Parker Bidder, celebrated as the "calculating boy," was brought by his Father to Edinburgh, to exhibit his wonderful powers of mental calculation. Sir H. Jardine, then King's Remembrancer of the Exchequer, took an interest in the Boy, and, believing that he possessed talents beyond his arithmetical capacity, obtained the permission of his Father to give him a college education. By means of a liberal allowance from himself, and a little assistance from his friends, Sir Henry obtained for George Bidder an education in this University which fitted him for the profession of a Civil Engineer. By his talents and industry Mr. Bidder soon rose to professional eminence, and, in 1846, he presented £1,000 to the University to found a Bursary for the benefit of natives of Scotland.

Mrs. Tyndall Bruce, of Falkland, has lately given to the University of Edinburgh, £10,000 to found three scholarships of £100 a year each, three Bursaries of from £30 to £35, and a Prize of £20 in the Logic Class.

THE UNIVERSITY OF ST. ANDREWS.

A munificent donation, amounting to £6,250, has lately been made to the United Colleges of St. Salvator's and St. Leonard's, in this University, by two Gentlemen of Scottish descent—Messieurs James A. Guthrie, and his brother, Arbuthnot C. Guthrie. The object of these Gentlemen in making this donation is, as expressed in their deed of endowment, "to promote and encourage education in Scotland, and more especially classical literature in the University of St. Andrews."

CHAPTER IX.

APPORTIONMENT OF THE LEGISLATIVE GRANT TO THE GRAMMAR AND COMMON SCHOOLS FOR THE YEAR 1867.

1. Circular to the Boards of Grammar School Trustees.

The Sixth Section of the Grammar School Improvement Act of 1865, enacts that—

"6. No Grammar School shall be entitled to a share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of Fees, equal at least to half the sum apportioned to such School, and expended for the same purpose as the said Fund."

In a Circular addressed by the Chief Superintendent of Education to the Boards of Grammar School Trustees, in December, 1865, the following paragraph occurs:—

Relying upon the liberal co-operation of the County, City, Town, and Village Municipalities, and to facilitate, as far as possible, the labours of the Trustees, I will make

and pay the next year's Apportionment of the Grammar School Fund, in aid of the Grammar Schools which are conducted according to law, without waiting for the proportionate sums required by law to be provided from local sources; but if these sums, in any instances, are not provided in the course of the year, it will then be my duty to withhold, in all such cases, the payment of any further sums from the School Fund, until the deficiency is made up.

The confident expectation thus expressed was fulfilled by the great majority of the Grammar School and Municipal Authorities during 1866; the Apportionment for 1867 will, therefore, be paid to all the Schools duly conducted, that have raised the necessary local aid during 1866, in the hope that the same effort to meet the requirements of the Law will be made this year. In the few cases in which the local aid was not raised in 1866, the intimation conveyed in the latter part of the above quoted paragraph must be carried out.

It may be well here to repeat the following Regulation, adopted by the Council of Public Instruction, and approved by His Excellency the Governor General:—

2. After the first day of January, 1866, no Grammar School shall be entitled to receive anything from the Grammar School Fund, unless suitable accommodations shall be provided for it, and unless it shall have a daily average attendance (times of epidemic excepted) of at least ten Pupils learning Greek, or Latin; nor shall any other than Pupils who have passed the preliminary and final Entrance Examinations, and are pursuing the yearly subjects of one of the two Courses of Studies prescribed in the Programme, be admitted, or continued, in any Grammar School.

In order that ample time may be afforded for a compliance with the law, as above quoted and explained, and that the Trustees and Municipal Authorities should be informed, at the earliest possible period, of the minimum amount to be raised within the year for the purpose in question, it has again been determined to make the Apportionment for the current year on the basis of the work done by the Grammar Schools during the past year.

The following is the Section of the Grammar School Improvement Act, which regulates the Apportionment:—

7. The Apportionment payable half yearly to the Grammar Schools, shall be made to each School conducted according to Law, upon the basis of the daily average attendance at such Grammar School of Pupils in the Programme of Studies prescribed according to Law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

The Trustees have already been reminded, under the provisions of the new Act, that there is no Apportionment to Counties according to population, nor any distinction between Senior and Junior Grammar Schools. They were also informed in the Circular of May, 1866, that, in bringing this new principle of distribution into practice for the first time, the Law required large reductions in the Grants to some of the Schools, (especially the former "Senior" Schools,) as compared with those of the preceding year, or two; but that where that was the case, the operation of this enactment was rendered as favourable as possible to the Schools and individuals concerned for that year.

For the current year, however, the relative attendance, as shown by the Returns of 1866, (which have been duly examined and attested), necessitates further reductions in some cases, while in others the Apportionment is increased. But, with respect to that attendance, it must be remarked, that, in the Chief Superintendent's Report for 1865, a copy of which was sent to each Board of Grammar School Trustees, special attention was drawn to the statements and opinions expressed in the Report of the Inspector, on the subject of the attendance of Girls at the Grammar Schools. It seems but too plain that the spirit of the Law and Regulations has not been observed in some Schools on this point, and some check to the evil is imperatively required. In the mean time your attention is particularly called to the Chief Superintendent's observation in his Report on the subject.

The Grant to your School, for 1867, will be at the rate of $.——— per annum, for the period during which it is kept open, with the required average attendance, and

conducted according to law; and the smallest sum required to be raised under the 6th Section above quoted, within the year, is $———.

In the course of the year 1866, the system of local Municipal support, as was expected, was very generally adopted, and it is hoped that it will henceforth be so far matured as to largely increase the means for the support of Grammar Schools and their Masters. It must be remembered that the Grammar Schools are as essential a part of a complete System of Public Education as are the Common Schools themselves.

Circulars explaining the provisions of the Law were sent to the Wardens of Counties, the Mayors of Cities and Towns, and the Reeves of Villages, in November and December, 1865, and a sufficient number of copies of the present Circular are sent to you, to enable the Trustees, if necessary, to bring the matter again under the notice of the Municipal Bodies.

TORONTO, April, 1867. J. GEORGE HODGINS, Deputy Superintendent of Education.

(NOTE. The following additional Letter was sent to the Chairman of the Board of Grammar School Trustees, Chatham).

I have the honour to call the attention of the Trustees of the Chatham Grammar School to the following statement. The Eighth Section of the Consolidated Grammar School Act, 22 Victoria, Chapter 63, enacts that the apportionment from the Grammar School Fund "shall be expended" in the payment of the salaries of Teachers, and for no other purpose.

In 1864, the sum of $950 was received by the Trustees from the Grammar School Fund, and $800 paid to Masters.

In 1865, the sum of $1,000 was received, and $800 paid to Masters.

By the Sixth Section of the Grammar School Improvement Act of 1865, the amount received from local sources, exclusive of Fees, equal to one half of the Apportionment, is also applicable to the payment of Teachers' Salaries.

In 1866, the sum of $876 was received and acknowledged by the Trustees, from the Grammar School Fund, and $375, (being amount equal to one half of the apportionment for 1866,) from the local sources, total $1,237. The amount paid to Masters was only $1,011.

It thus appears that there is a balance applicable only to the payment of Masters' salaries on account of 1864 of $150—of 1865, of $200—of 1866, of $240, total $590.

The attention of the Trustees is drawn to this in order to prevent the alienation of the amount of $590, (being the sum of the above balances,) to any purpose other than that of Teachers' Salaries. As the account of 1866 shows a balance on hand of $774.75, the Trustees will thus be able to provide against a diminution of the Grant.

TORONTO, April 22nd, 1867. J. GEORGE HODGINS.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR 1867.

II. CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN, AND VILLAGE MUNICIPALITY IN UPPER CANADA.

I have the honour to transmit herewith a certified copy of the Apportionment for the current year, of the Legislative School Grant to each City, Town, Village, and Township in Upper Canada.

The basis of the Apportionment to the several Counties, Cities, Towns, Villages and Townships for this year is the school population, as reported by the Local Superintendents for 1866, and I have no more generally accurate statistics of a late date. From 1862, to 1865, the Census of 1861 was the basis; but the large increase of population in some localities necessitated another standard for 1866, and for the current year.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Common and Separate Schools therein, according

to the average attendance of pupils at both classes of Schools during last year, as reported and certified by the Trustees.

The gross sum apportioned to all the Schools this year is the same as that of last year; and, as many Townships have rapidly increased in population, the Apportionment in such cases has been proportionately augmented, which of course necessitates a reduction where the population has not been increased.

The Apportionment is made on the supposition that the amount hitherto placed in the Estimates, for the support of Common Schools, will be placed at the disposal of the Department at the usual time. I hope the inevitable delay in the assembling of the Legislature this year will not occasion any obstacle in the payment of the School money, for which application has already been made to the Government.

I shall endeavour to have the apportionment paid at this Office, to the Agent of the Treasurer of your Municipality, about the 2nd of July, provided that the School Accounts have been duly audited, and that they, together with the Auditors' and Local Superintendents' Reports, have been duly transmitted to this Department.

It is particularly desirable that the amounts should be applied for not later than the third week in July, as it is inconvenient to delay the payment. There are, however, a number of Municipalities which have not yet sent in their Accounts of School moneys, now several months over-due, and in these cases the payment must necessarily be deferred until the law has been complied with.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

TORONTO, 16th June, 1867. EGERTON RYERSON.

Apportionment to Cities, Towns, and Villages, for 1867.

	Common Schools.	Separate Schools.	Total.
Cities—			
Toronto	$3,105 00	$1,611 00	$4,716 00
Hamilton	1,786 00	314 00	2,100 00
Kingston	1,111 00	389 00	1,500 00
London	1,357 00	201 00	1,558 00
Ottawa	776 00	856 00	1,632 00
	$8,135 00	$3,371 00	$11,506 00
Towns—			
Amherstburgh	$140 00	$110 00	$250 00
Barrie	159 00	61 00	220 00
Belleville	526 00	174 00	700 00
Berlin	260 00	40 00	300 00
Bothwell	106 00	.....	106 00
Bowmanville	260 00	.....	260 00
Brantford	602 00	119 00	721 00
Brockville	324 00	136 00	460 00
Chatham	429 00	51 00	480 00
Clifton	86 00	54 00	140 00
Cobourg	423 00	107 00	530 00
Collingwood	155 00	.....	155 00
Cornwall	210 00	.....	210 00
Dundas	215 00	115 00	330 00
Galt	356 00	.....	356 00
Goderich	360 00	.....	360 00
Guelph	422 00	158 00	580 00
Ingersoll	238 00	84 00	322 00
Lindsay	138 00	102 00	240 00

Apportionment to Cities, Towns, and Villages, for 1867.—Continued.

	Common Schools.	Separate Schools.	Total.
Milton	100 00	.....	100 00
Napanee	187 00	33 00	220 00
Niagara	158 00	77 00	235 00
Oakville	103 00	67 00	170 00
Owen Sound	260 00	.....	260 00
Paris	224 00	46 00	270 00
Perth	211 00	79 00	290 00
Peterborough	274 00	176 00	450 00
Picton	175 00	65 00	240 00
Port Hope	450 00	.....	450 00
Prescott	140 00	120 00	260 00
Sandwich	145 00	.....	145 00
Sarnia	230 00	.....	230 00
St. Catharines	545 00	285 00	830 00
St. Mary's	345 00	.....	345 00
St. Thomas	187 00	.....	187 00
Simcoe	165 00	25 00	190 00
Stratford	313 00	47 00	360 00
Whitby	240 00	60 00	300 00
Windsor	271 00	.....	371 00
Woodstock	390 00	.....	390 00
	$10,622 00	$2,391 00	$13,013 00
Villages—			
Arnprior	$130 00	.....	$130 00
Ashburnham	110 00	.....	110 00
Aurora	130 00	.....	130 00
Bath	75 00	.....	75 00
Bradford	113 00	.....	113 00
Brampton	185 00	.....	185 00
Brighton	130 00	.....	130 00
Caledonia	125 00	.....	125 00
Cayuga	81 00	.....	81 00
Chippewa	106 00	44 00	150 00
Clinton	145 00	.....	145 00
Colborne	96 00	.....	96 00
Dunnville	156 00	.....	156 00
Elora	141 00	29 00	170 00
Embro	74 00	.....	74 00
Fergus	130 00	20 00	150 00
Fort Erie	81 00	24 00	105 00
Gananoque	164 00	.....	164 00
Georgetown	156 00	.....	156 00
Hawkesbury	140 00	.....	140 00
Hespeler	95 00	.....	95 00
Holland Landing	80 00	.....	80 00
Iroquois	76 00	.....	76 00
Kemptville,	117 00	.....	117 00
Kincardine	150 00	.....	150 00
Lanark	62 00	.....	62 00
Listowell	98 00	.....	98 00
Merrickville	64 00	34 00	98 00
Mitchell	195 00	.....	195 00
Morrisburgh	118 00	.....	118 00
Mount Forest	99 00	16 00	115 00
Newburgh	120 00	.....	120 00
Newcastle	100 00	.....	100 00
New Edinburgh	37 00	.....	37 00
New Hamburg	121 00	.....	121 00
Newmarket	101 00	59 00	160 00

Apportionment to Cities, Towns, and Villages, for 1867.—Continued.

	Common Schools.	Separate Schools.	Total.
Oil Springs	140 00	.....	140 00
Orangeville	88 00	.....	88 00
Orillia	176 00	.....	176 00
Oshawa	206 00	51 00	257 00
Pembroke	66 00	26 00	92 00
Petrolia	78 00	.....	78 00
Portsmouth	92 00	38 00	130 00
Port Dalhousie	146 00	.....	146 00
Preston	143 00	27 00	170 00
Renfrew	75 00	.....	75 00
Richmond	60 00	.....	60 00
Smith's Falls	125 00	.....	125 00
Southampton	90 00	.....	90 00
Stirling	92 00	.....	92 00
Strathroy	130 00	.....	130 00
Streetsville	83 00	.....	83 00
Thorold	154 00	66 00	220 00
Trenton	135 00	65 00	200 00
Vienna	100 00	.....	100 00
Waterloo	158 00	.....	158 00
Welland	115 00	.....	115 00
Wellington	80 00	.....	80 00
Yorkville	183 00	.....	183 00
	$6,816 00	$499 00	$7,315 00

*Summary of Apportionment to Counties for 1867.**

	Common Schools.	Separate Schools.	Total.
1. Glengarry	$2,130 00	$273 00	$2,403 00
2. Stormont	1,933 00	.....	1,933 00
3. Dundas	2,131 00	.....	2,131 00
4. Prescott	1,510 00	144 00	1,654 00
5. Russell	799 00	.....	799 00
6. Carleton	3,265 00	114 00	3,379 00
7. Grenville	2,249 00	41 00	2,290 00
8. Leeds	3,631 00	20 00	3,651 00
9. Lanark	3,217 00	16 00	3,233 00
10. Renfrew	2,482 00	84 00	2,566 00
11. Frontenac	2,881 00	153 00	3,034 00
12. Addington	1,893 00	70 00	1,963 00
13. Lennox	901 00	.....	901 00
14. Prince Edward	2,054 00	.....	2,054 00
15. Hastings	4,153 00	11 00	4,164 00
16. Northumberland	4,047 00	70 00	4,117 00
17. Durham	3,710 00	.....	3,710 00
18. Peterborough	2,518 00	42 00	2,560 00
19. Victoria	2,796 00	.....	2,796 00
20. Ontario	4,528 00	6 00	4,534 00
21. York	6,172 00	153 00	6,325 00
22. Peel	2,891 00	17 00	2,908 00
23. Simcoe	5,530 00	37 00	5,567 00
24. Halton	2,151 00	.....	2,151 00
25. Wentworth	3,267 00	63 00	3,330 00
26. Brant	2,304 00	.....	2,304 00
27. Lincoln	2,084 00	38 00	2,122 00

* The Apportionment to each of the individual Townships in these Counties is omitted in this record.

Summary of Apportionment to Counties for 1867.—Continued.

	Common Schools.	Separate Schools.	Total.
28. Welland	2,096 00	114 00	2,210 00
29. Haldimand	2,442 00	29 00	2,471 00
30. Norfolk	3,213 00	45 00	3,258 00
31. Oxford	4,770 00	.....	4,770 00
32. Waterloo	3,440 00	157 00	3,497 00
33. Wellington	5,018 00	384 00	5,402 00
34. Grey	5,019 00	228 00	5,247 00
35. Perth	3,901 00	104 00	4,005 00
36. Huron	5,898 00	82 00	5,980 00
37. Bruce	3,882 00	43 00	3,885 00
38. Middlesex	6,778 00	131 00	6,909 00
39. Elgin	3,489 00	.....	3,489 00
40. Kent	3,077 00	153 00	3,230 00
41. Lambton	2,936 00	42 00	2,978 00
42. Essex	2,363 00	46 00	2,409 00
District of Algoma	350 00	.....	350 00
	$135,799 00	$2,910 00	$138,709 00

Grand Totals.

	Common Schools.	Separate Schools.	Total.
Counties and District	$135,799 00	$2,910 00	$138,709 00
Cities	8,135 00	3,371 00	11,506 00
Towns	10,622 00	2,391 00	13,013 00
Villages	6,816 00	499 00	7,315 00
	$161,372 00	$9,171 00	$170,543 00

CHAPTER X.

ENGLISH OPINION OF THE SCHOOL SYSTEM OF UPPER CANADA.

I. THE LONDON TIMES ON THE SCHOOL SYSTEM OF UPPER CANADA.

BEING AN ANALYSIS OF THE REPORT OF THE BRITISH COMMISSIONER.*

NOTE. In a review of the Report of the Imperial Commissioner, the Reverend James Fraser, M.A., who was appointed to examine into the School Systems of the United States and Canada, the London *Times* thus refers to the Educational System of Upper Canada:—

The Canadian System of Common Schools is, in some points, deserving of peculiar attention. It is of comparatively late origin. Its foundations were not laid until 1846, and it was after 1850 that it received its full development. In Upper Canada one portion of it was subjected to important modifications so late as last year, and in

* A Synopsis of the Report of the Reverend James Fraser, M.A., British Commissioner, will be found on pages 98-100 of the Eighteenth Volume of this Documentary History.

Lower Canada it is described by its Chief Superintendent as still in a 'nebular phase,' and has not yet worked its way into thorough acceptance. Consequently, its Authors were at liberty to make use of the experience which had been acquired in the United States, England and the Continent, and their scheme furnishes an example of an attempted combination of the merits of various systems. Moreover, when it was devised, the education of Canada had been very much neglected, and it is an instance of an effort, and in many respects a successful one, to introduce an effective education into outlying and rough districts. It is a bold scheme, worked with remarkable energy, and it appears to us in more than one particular superior to the systems adopted in the United States.

The first draught of a comprehensive plan was made in 1841, designed to apply to both Upper and Lower Canada; but the circumstances of the two Provinces are so different that it was soon found impossible to include them under a common scheme, and in 1843 they were completely separated for educational purposes. Each has its own System, the two schemes being marked by a common idea, but differing widely in their details.

In Upper Canada, as in the United States, the organization of the System is based upon the Municipal organization of the Country. The Colony is divided into 42 Counties, and each County into ten Townships, each about ten miles square, and the Township is further divided for school purposes into School Sections of from two to four miles square. The Authorities in three divisions are the County Council, the Township Council, and the Trustees of the School Section, each, of course, elective, and, in addition to these, there are four other Authorities established for school purposes. First, there is a Council of Public Instruction, appointed by the Governor, resembling both in its dignity and its functions the Committee of the Privy Council in England. Secondly, there is a Chief Superintendent of Education who is practically the Executive Officer of the Council, but who possesses very considerable independent and initiative powers. Thirdly, there is a County Board of Public Instruction, which performs for the County similar functions to those discharged for the whole Province by the Chief Council. Lastly, the Councils appoint one or more Local Superintendents, who act as a sort of Inspectors and as Executive Officers for the County Councils. Further, all Clergymen, Magistrates, and Members of Town and County Councils are constituted School Visitors, and have the right of visiting and examining at all times the Schools within their districts, and of offering any advice that they may deem fitting. This office does not seem to be discharged with much readiness, or efficiency, and the Chief Superintendent, in his Annual Report, makes grave complaints of the indifference displayed both by the Clergy and the Magistrates. The support of the Schools is derived from three sources,—from the whole Province, from the County, City, or Town, and from the School Section. A certain sum is appropriated by the Legislature every year to Common Schools, and is apportioned by the Chief Superintendent to the several Counties, Cities and Towns, according to the ratio of population in each, but upon condition that the Regulations of the Council of Public Instruction are observed. Among other conditions, it is required that the County Council should collect by Assessment a sum of money at least equal to their share of the Legislative Grant. These two grants together form the Common School Fund, which is only applicable to the payment of Teachers' Salaries. It is apportioned among the various School Sections of the Township by the Local Superintendent, according to the rate of average attendance and the length of time the Schools have been open. The further expenses of the Schools are defrayed by the School Section, and in what manner these shall be raised is determined by the Voters at their Annual Meeting. They may adopt voluntary subscription and 'Rate-bills,' or School Fees; but if the sums raised by these means are insufficient for the support of the School, the Trustees have the power, *sou motu*, to assess an additional Rate in order to meet the deficiency, and this they may collect, either on their own authority, or through the Township Council. Other resources are

sometimes available, and in particular the Clergy Reserve Fund; but this enumeration represents the general plan on which the Schools are supported. An account of the total Receipts of Common Schools in Upper Canada in 1863 will exhibit the proportions in which these different resources are drawn upon. The Legislative Grant was $159,927, the Municipal, or County Assessment to meet the Grant was $287,768; the Trustees' Assessment amounted to $631,755; the sum of $72,680 was raised by Rate-bills, the 'Clergy Reserve Fund' and other sources, contributed $108,467; the balance from the preceding year were $167,285, and the total Receipts $1,432,885. It may, perhaps, be interesting to add the manner in which the sum was expended. Teachers' Salaries absorbed $987,555; Maps and other Apparatus, $20,775; Sites and building School Houses, $106,637; Rents and repairs, $34,867; Books, stationery, fuel, etcetera, $104,610. The number of Schools wholly free was 3,228; those partly free—*i.e.*, where a moderate School Fee is charged, but not enough to dispense with the Trustees' Assessment, 834; the number supported by Rate-bill, 71. The cost per child is said to be much the same as in the United States.

Such are the general outlines of the Upper Canada System. But one important feature remains to be mentioned, in which it differs entirely from the System of the United States. It is purely permissive, not compulsory. Its adoption by any Municipality is entirely voluntary, and even the number, kind, and description of Schools which shall be established, or maintained, in any City, or Town, are left to the discretion of each Municipality. It is certainly remarkable, as Mr. Fraser observes, that—

Under these free conditions it has succeeded in the course of 20 years in covering the Province with a network of Schools, and that, in the year 1863, it had on its School Rolls, for a greater or less period of time, the names of 339,817 children between 5 and 16 years of age, out of a school population within those ages of 412,367'

And such success affords strong proof that,

Whether perfect or not in all its parts, the System is at least adapted to the wants of the people, and commends itself both to their sentiments and their good sense.'

This voluntary element in the System furnishes the Chief Superintendent with one great advantage in meeting the complaints which are occasionally raised when the System proves to be burdensome. He says:—

Parties who wish to abolish the present School System in any Municipality have no need to assail the Chief Superintendent, or to petition Parliament, let them go to the Ratepayers themselves and their respective Trustees and Councillors, the only parties that can levy the Rates, and the very parties that can terminate them and adopt the voluntary system.'

The practical working of the System seems, however, to exhibit precisely the same difficulties and imperfections as that of the United States. The proportion of attendance to enrolment is grievously low. The total number of Pupils enrolled is 360,808, of whom 192,990 were Boys, 167,818 were Girls; but the average attendance was only 148,036, or 38 per cent. of the enrolment. The number who attended 176 days—the minimum number of attendances required by our Privy Council—was only 17 per cent., the corresponding number of England being more than 40 per cent. Perhaps this deficiency is not surprising in a Country where there must be so many demands upon children's labour, and where the weather is often so inclement. Here, too, as in the United States, the ratepaying system gives rise to frequent disputes, and the penurious disposition of County Trustees often renders the Schools utterly inefficient. 'My greatest trouble,' reports one Local Superintendent, 'is settling quarrels and disputes between Trustees and Ratepayers; and I assure you this is no easy matter when you have ignorant Trustees and still more ignorant people to deal with.' The same Gentleman begins his Report with the following remarkable sentence:—'In every case I advised the Ratepayers in the several School Sections not to elect as Trustees any man that could not read or write, and I am happy to say that my request has been complied

with in most cases at the last election.' It appears that School Trustees scarcely less illiterate are to be found in Philadelphia and New York; but in great Cities they are overborne by the general spirit around them; in rural districts their influence is most pernicious. The following extract from a School Superintendent's Report exhibits this evil very vividly:—

Experience convinces me that the great body of our Common School Trustees are remiss in the performance of their duties through entire ignorance of their real nature. Many Trustees have never seen the School Act; many more are scarcely capable of reading, and utterly incapable of interpreting the same. I have witnessed other instances of neglect of duty by Trustees for which ignorance could not be pleaded. Reference has already been made to the slovenly and inaccurate manner in which, as a general rule, Trustees' Annual Reports are filled. In addition, I may mention the prevailing practice of engaging an incompetent Teacher at a low salary, leaving the School House in a state of dilapidation, or destitute of proper furniture and Apparatus, through fear of incurring the displeasure of the Section on account of expenditure. I could cite examples to corroborate these statements, which receive additional force from the fact that they occur in this wealthy and well-settled Township. I could point to several of the Log School Houses which are destructive to the health and growth alike of body and mind, I could instance others in which the Maps are so defaced and time-worn as to be really useless, and one School in particular where there are but two old Maps, and where the Local Superintendent has on four different occasions (and ineffectually) written to request the Trustees to provide a new set. My Report will show that there are in this Township 29 School Houses. Of these ten are Brick, five are old Frames, and the remaining 14 are the original Log Buildings erected by the first Settlers.'

These deficiencies, however, are probably to a large extent, inevitable under any system, and, whatever its faults, the system of Upper Canada merits, on the whole, no little approval, and even admiration. Mr. Fraser says:—

It is very remarkable that in a Country occupied in the greater part of its area by a sparse and anything but wealthy population, whose predominant characteristics is as far as possible removed from a spirit of enterprise, an Educational System so complete in its theory and so capable of adaptation in practice should have been originally organized, and have been maintained in what, with all allowances, must still be called successful operation for so long a period as 25 years.

The System appears, indeed, to be weak in precisely the same part as our own, but, as we shall presently see, there is at least one point in which we may possibly take a lesson from it.

The Royal Commissioner of Schools in Scotland.

Mr. Milne Home, the Royal Commissioner, who had visited this Continent, in replying to a Letter of inquiry as to the Schools in the United States and Canada, gives the result of his careful observations on the American, Canadian and other School Systems, and makes a number of suggestions to the Commissioners of Scotland for the improvement in the management of the details of the Scottish School System. At the conclusion of his Letter, he speaks as follows:—

The last suggestion which I venture to offer for the consideration of the Royal Commissioners, is to bring over to this Country to be examined by them, Doctor Ryerson, the distinguished man who laid the foundations and reared the structure of the existing Educational Institutions in Upper Canada.

With Doctor Ryerson I have no personal acquaintance. But having seen what he has accomplished, I have formed the highest opinion of him as an Authority in Educational matters, as a liberal-minded Christian. My own opinion, I find, is shared by the

well-known traveller and author, Kohl of Germany, who is also a good judge of Schools. Kohl visited Canada in 1860, and in his published travels says of Doctor Ryerson:—

'This Gentleman deserves to be known in other regions of the World. This enlightened and highly cultivated man is the Founder of these institutions, and the soul of popular education in Upper Canada. He was appointed to this post in 1844, when he was forty years of age, but he considered it necessary, before entering on it, to make a journey through the most civilized Countries, to study their School and Educational Systems, and form from them the one which might appear the most useful and effectual for Upper Canada. After his return, he published a masterly Report, in which he passed in review all the various Systems and arrangements existing in Germany, France, Sweden, Switzerland, and England, and then explained the one he had planned for Upper Canada. I had not the good fortune to find Doctor Ryerson himself on the spot. But his works all around me, and everything I saw and read, sufficiently proclaimed his praises.'

Mr. Tremenheere, an English Educationist, also an excellent authority, who visited Canada, and saw Doctor Ryerson, explains more particularly what he had to do, and how he proceeded in the establishment of the Canadian Schools.

For thirty years previous to 1841, annual Parliamentary Grants were made in aid of Common Schools, but expended without system, and to very little effect. In that year the first School Law was passed. In 1845, Doctor Ryerson made an extensive personal inquiry into the Common School Systems of the United States and Europe, the result of which he published in a Report, and afterwards in two laws of 1846 and 1847, subsequently enlarged and improved, and by the present law of 1850.

Doctor Ryerson in his Report states, "that the system adopted by him is derived from what appeared to him most excellent in all those which he examined."

(1) He derived the machinery of his School System from that in force in the State of New York, which was, however, (he thought), defective in the too great intricacy of some of its details, in the absence of an efficient provision for Visitation and Inspection of Schools, for Religious Instruction and uniform Text Books.

(2) He considered the principle of supporting Schools in the State of Massachusetts the best, but requiring modification, in order to substitute the free action of each locality for the compulsory requirements of the State.

(3) He preferred the Text Books of the National Board of Education in Ireland.

(4) He considered the system of training Teachers, and the principles and modes of teaching prevalent in Germany superior to all others. Another feature, or rather cardinal principle, adopted by Doctor Ryerson is, that of not only making Christianity the basis of the System and the pervading element of all the parts, but of recognizing and combining in their official character, all the Clergy of the land, with their people, in its practical operation, maintaining at the same time parental supremacy in the Religious Instruction of their children, and upon this principle providing for it.

I have referred to these testimonies by German and English authors, who are well acquainted with Schools, regarding Doctor Ryerson and his doings in Canada, in vindication of the high opinion I myself have formed of his singular ability, and of the suggestion I have presumed to offer to the Royal Commissioners, to invite him to this Country to assist them in grappling with difficulties very similar to those which he had to face. If anything farther were needed to show how much Doctor Ryerson's System has commanded general admiration, it would be the reference which I see frequently made to parts of it in the recent Annual Reports of School Superintendents in the American States, and the desire evidently felt there to import many features of it into their own educational arrangements.

CHAPTER XI.

DEFECTS IN THE MODE OF IMPARTING ELEMENTARY, *or* PRIMARY, INSTRUCTION IN THE SCHOOLS.

Among the many subjects which engaged the attention of the Upper Canada Teachers' Association in 1867 was the important one of the defects in the mode of imparting elementary instruction to pupils in the Schools. A Committee was appointed to draw up a Report upon the subject, and it was fully discussed by the more experienced Members of the Association. That Report, as finally adopted, was as follows:—

The Committee are of opinion that the defects in the primary department of our Schools arise more from imperfect modes of teaching than from any omission of details, or directions, in the Programme of Studies prescribed by law for the junior classes in Common Schools; but that, at the same time, the Programme needs simplifying in some cases, and supplementing in others.

2. Sufficient prominence does not appear to be given in the Programme to Object teaching. Object-lessons in Natural History are recommended, and those on other subjects permitted; but the whole Course of Study might be conducted according to the principles of Object teaching, to the great advantage of the pupils. In reply to a Delegate, it was explained that "Object-teaching," in the opinion of the Committee ought to extend to all the School exercises—Grammar and Arithmetic as well as the rest.

3. One of our number (J. B. Dixon, M.A., Colborne) visited Oswego in May, and was afforded every facility for examining the practical working of the primary Schools of that City by the Superintendent, Mr. Sheldon, and reports these to be the best conducted Schools of the kind he has ever seen. Reading is remarkably well taught there, and it is surprising to see with what diligence and perseverance the Teachers keep their Classes at a single sentence till every Pupil knows every word at sight, and can read the whole in a clear, distinct, and natural tone of voice. In reply to Mr. Alexander, Mr. Dixon stated that he had frequently visited Canadian Schools, and never yet saw Object-teaching thoroughly carried out in any School in Canada. In Oswego he had seen the system in full and beautiful operation. There the Teachers were specially taught in that method for five months. During that time they were required to teach constantly in this way, under the constant close supervision of the most experienced Teachers. The children were made under it to thoroughly understand, pronounce, and spell the words of every sentence they were being taught. It was said the system taught in Oswego was American, but it was not. They borrowed it from an English system.

4. Your Committee would recommend that Reading and Spelling be taught to a Pupil just beginning, altogether by the powers, or sounds, of the letters, omitting the names till the Pupil has become somewhat advanced; that is, Reading and Spelling should be commenced on the Phonic principle. By this plan each character has only one sound for a time, and the Teachers learn the small lessons first, including only the short sounds of the vowels. Says, Mr. Sheldon, in his work on Elementary Instruction:— "The Teacher makes the short sound of 'a,' and asks the children to imitate him. This is continued until they are able to do it with some degree of accuracy. He then holds before the Class a small card with the small letter 'a' on it, and asks one of the Class to select another like it from the Table, calling upon the Class to decide as to the correctness of the selection—asks another to point to a form like it on the Card—lets other members of the Class select other forms like it on the card and on the Table—Teacher makes several letters on the Board—the children decide when he makes this Letter. The letter "t" is next treated in the same manner. Teacher repeatedly points to these

letters, and the children give the sounds until they get the syllable *at*, which they pronounce repeatedly. This is one lesson.

5. The short sounds of the vowels being learned, and exercises on them being read, the pupil is next taught the long sounds of the vowels, and after having gone through the exercises on the small letters, next learns the capitals, beginning with those like the small ones already learned, namely, C, O, P, S, U, V, W, X and Y; then the straight-lined capitals, I, L, T, F, E, H, A, N, and M; next the curved line letter G, and finally the straight and curved line letters, D, B, R, and J.

6. Your Committee think that a First Book compiled on this plan is needed, and that it would not only aid the Teacher, but greatly benefit the learner. Cards containing the same series of lessons might be used to accompany this Book. A Second Book, simpler than the one now in use, might also be published and adapted to Object teaching.

7. Lessons learned one day ought to be reproduced by the children the next, not merely by reciting them, but by writing, or printing, the words on their Slates; and more time and attention ought to be given by the Teacher, than is usually done, to make the children thorough in every lesson.

8. There is generally great carelessness in our Primary Schools in regard to the teaching of small and unemphatic words, such as the, my, etcetera, usually pronounced with the long vowel sounds. The Teacher alone is responsible for this, and may easily get the Pupils to avoid it by teaching them to combine these words with the ones that immediately follow, or, by making them take in these cases two words together, thus—theman, instead of the man; aboy instead of a boy, etcetera.

9. Your Committee are of opinion that children should be taught from the very first to print the letters and words of their lessons on their Slates, and that after they have acquired some faculty in this department, they should be taught Script, or ordinary, writing.

10. Arithmetic might be made more interesting to children if taught according to Pestalozzian methods, and if instead of committing to memory whole columns of Tables of Weights and Measures, the Weights and Measures themselves were accurately exhibited before the Class and the Pupils taught to form their own Tables.

11. Geography is frequently taught to children from a Map of the World, in consequence of which they have no definite idea of the shape, size, or actual relation of the parts to each other. But Geography ought to begin with topography. Children should first be taught the definite ideas as to length, position, points of the Compass, scale of measurement, relative distance, etcetera, and to proceed from the known to the unknown. Instead of beginning with a Map of the World they ought to begin with one of their own City, Town, or Township.

12. In regard to English Grammar, while children are taught in the simplest manner a knowledge of the parts of speech, they might at the same time write simple statements of their own in regard to familiar objects and become practically acquainted with such rules as —"Every statement begins with a capital letter and ends with a period, or full stop."

13. Several subjects not on our Programme of Studies might be added, such as lessons on Form, in which all the definition and some of the simpler properties of both Plane and Solid Geometry might be developed by the children themselves; lessons on the human Body from an actual skeleton, or a good drawing of one: lessons in inventive Drawing, in which children combine, in every possible way, any number of straight lines from two upwards; and also lessons on Colour.

14. Finally, your Committee would recommend that far greater attention be paid to Object-teaching, and that Teachers become familiar with some elementary work on the subject, such for instance as Sheldon's "Primary Instruction."

CHAPTER XII.

THE PUBLIC SCHOOL LIBRARIES OF UPPER CANADA, 1867.

Although the Educational Depository commenced operations in 1850, it was not until 1853, that the Legislature made provision for the supply by it of Public School Libraries. During each successive year an effort was made, by Circulars and otherwise, to prompt Municipalities and Boards of School Trustees either to replenish existing Libraries, or to establish new ones, where none hitherto existed.

A General Catalogue of suitable Books, as approved by the Council of Public Instruction, was prepared and freely circulated with that object in view. As new Books were approved by the Council, Supplements to the General Catalogue were issued. From time to time a new and revised General Catalogue was prepared, embodying these Supplements and also the names of newly approved Books.

At first, works of fiction were not included in these Catalogues, but, as time went on, the demands that the names of a choice and select list of standard works of fiction should be added to the Books already approved, were so numerous, that I prepared the following Memorandum on the subject for the Chief Superintendent, so that he might bring the matter before the Council of Public Instruction.

MEMORANDUM ON STANDARD OF WORKS OF FICTION, FOR THE CHIEF SUPERINTENDENT OF EDUCATION.

The Regulations of the Council of Public Instruction, respecting the selection of Library Books, states, that, within certain limitations, excluding works of an immoral tendency:—

It is the opinion of the Council that as wide a selection as possible should be made of useful and entertaining Books of permanent value, adapted to popular reading in the various departments of human knowledge." In June, 1863, it was,—

Ordered, That the Chief Superintendent be requested to examine, on behalf of the Council, such Books as he has selected for Public Libraries in Upper Canada, and present his Report thereon, from time to time, as he may find it convenient.

It accordingly appears from the Minutes of the Council of Public Instruction, that on various subsequent occasions such Reports were submitted to, and concurred in by, the Council.

With respect to minor Works of Fiction, it may be observed, that there are a great number of them on the Catalogue, and have been from the beginning, particularly in the department of "Practical Life," which is made up of Tales and Stories chiefly for youthful readers. A wish has, however, been frequently expressed by Gentlemen, who have interested themselves very greatly in the establishment of Public Libraries in various localities, that the Catalogue issued by the Department should contain a more copious selection of the approved and choice standard works of fiction.

In 1865, such an application was made by Colonel Wilson on behalf of the Trustees of the Schools at Simcoe, including some of Sir Walter Scott's and Sir Edward Bulwer's, as well as of other standard works, and they were sent as a special selection at their request.

The Reverend George Blair, Local Superintendent of the County of Durham, is now making an effort to introduce Libraries in every School Section in his Municipality,

and finds that the want of books of the character mentioned is a great obstacle to his success in this direction. He states, that the people generally, and especially the rising generation read the Tales and Stories of "Practical Life" with satisfaction, and that this taste, if rightly directed, will have a refining and elevating influence, but that if, as the present danger is, they are forced to rely for their supply of such reading matter, upon the deleterious trash which is brought to their doors by the Book Pedlars, nothing can be conceived which is more likely to destroy the principles, which it is the aim of the School System to implant in their minds.* Mr. Blair strongly recommends, on this ground, that a judicious selection of the best and most entertaining standard Novels of fine tone should be added to the Catalogue, and that, if it be done, he predicts a very great impetus will thus be given to the Library System, and a great benefit be conferred upon the Country at large.

The following selection of Standard works of Fiction is respectfully suggested, in accordance with the foregoing Memorandum:—

Tales and Stories of Christopher North, videlicet:—
- Lights and Shadows of Scottish Life.
- Trials of Margaret Lindsay.
- The Foresters.

The whole of the works of Sir Walter Scott.

Selections from Lord Lytton's Novels, as follows:—
- The Last of the Barons.
- Harold.
- Rienzi.
- Last Days of Pompeii.
- Pilgrims of the Rhine.
- Siege of Granada.
- De Caxtons.
- My Novel.
- Zanoni.
- What will he do with it?

Charles Dickens' Works:—
- The Pickwick Papers.
- Nicholas Nickleby.
- Sketches by Boz.
- The Old Curiosity Shop.
- Christmas Carols.
- Little Dorrit.
- Our Mutual Friend.
- Dombey and Son.
- David Copperfield.

Wilson's Tales of the Borders.

John Galt's Tales as follows:—
- Annals of the Parish.
- Sir Andrew Wylie.
- The Entail.
- The Steamboat.

Cooper's Leatherstocking Tales, as follows:—
- Last of the Mohicans.
- The Pioneers.
- The Deerslayer.
- The Pathfinder.
- The Prairie.

J. G. Lockhart's Tales.

Tales from Blackwood's Magazine, Twelve Volumes.

Blackwood's Standard Novels.

Doctor Warren's Diary of a Late Physician.

Ten Thousand a Year.

Disraeli's Novels, (a selection to be made).

Judge Haliburton's Stories:—
- The Clock Maker.
- Sam Slick in England.

*A striking illustrative fact of this tendency is given the *Journal of Education* where the reading of pernicious books by a youth led to the commission of crime. Another case is mentioned, where a number of grown boys clubbed together and bought a number of this class of books, without the knowledge of the School Teachers; when it was discovered, the books were publicly burned, and a large Public School Library of excellent Books was procured in their stead.

Miss Mulock Stories, as follows:—

John Halifax, Gentleman.
A Noble Life.
Two Marriages.
Mistress and Maid.
Agatha's Husband.
Head of the Family.
The Ogilvies.

Miss Charlotte M. Yonge's Stories, (a large variety).

The George Eliot's Stories, (quite a variety).

Schonberg-Cotta Series:—

Chronicles of the Schonberg-Cotta Family.
Sketches of the Olden Time in England.
The Draytons and the Davenants.

Henry Kingsley's Stories, (quite a variety).

Anthony Trollope's Works:—

Small House at Allington.
Doctor Thorne.
Framley Parsonage.
Can you Forgive Her?
The Belton Estate.
Orley Farm.
The Bertrams.
Last Chronicle of Barnet.
Kellys and O'Kellys.
Castle Richmond.

Thackeray's Works, as follows:—

The Newcomes.
Pendennis.
The Virginians.
Henry Esmond.

Lever's Knight of Gwynne. The Dodd Family. Lever's Irish Stories and Legends. Second to None. Grant's Romance of War. Tales of the Scottish Cavaliers. Aide de Camp. Bothwell. Legends of the Black Watch. Jane Sexton. King's Own Borderers'. Cavaliers of Fortune. Gleig's Hussar. County Curate. The Heir of Redclyffe. Clever Woman of the Family. Lances of Lynwood.

G. R. R. James:—

Philip Augustus.
De L'Orme.
Attila.
Mary of Burgundy.
Castle of Ehrenstein.

Kingston's Sea Stories, a Series.

TORONTO, December, 1867. J. GEORGE HODGINS.

INCREASE OF SALARIES TO THE EMPLOYES OF THE EDUCATIONAL DEPOSITORY.

To the Reverend Doctor Egerton Ryerson:—

In view of the present satisfactory condition of the Educational Depository, I desire to submit a matter for your consideration, affecting the Employés in this Department, which I hope will meet with your approbation. I do so without the knowledge of any one in the Office, so that, if the proposition be not entertained, no one's hopes will be disappointed.

From the following Statement, which Mr. Marling, our Accountant, has prepared, from the Books of the Depository, you will see that the net gain, after paying all expenses on the seventeen years operations of the Depository, amounts to $20,000, being at the rate of $1,150 per annum, on six per cent on the value of the articles already sent out. The following summary of the business operations of the Depository, to which I have referred, will enable you better to understand how the matter stands:—

Net purchases for 17 years, to end of 1866		$346,294
Add to cover expenses, 20% on Books and 30% on Maps and Apparatus, equal to an average of 25% on the whole		86,573
Total value of Stock at selling prices		$432,867
Deduct value of articles sent out during 17 years		381,194
Balance of Stock at selling prices, which we should have on hand		$51,673
The value of Stock which we have on hand at selling prices actually amounts to		71,712
Gain in the value of stock		$20,039

This result may be shown in another way, videlicet:

Net purchases during 17 years as above		$346,294
Add shipping charges, freight, insurance, etcetera	$23,750	
Add Salaries, printing, wrapping paper, fuel and Coal	42,823	
		66,573
Net value of articles, including all expenses		$412,867
Value of Articles sent out during 17 years		381,194
Net value of Stock we must have		$31,673
But the Net value of Stock which we actually have amounts to		51,161
Gain on the Net Value in 17 years, say		$20,000

Equal to 6 per cent on the capital employed in the Stock sent out.

As this gratifying and prosperous state of the Depository is the result of seventeen years of careful management and much anxiety and labour, in which all have more, or less, shared, I would respectfully suggest that, (having invariably failed to induce the Government to grant our Employés a bonus, although all the Departments of the Government have received it,) you would set apart a small portion of this net gain as a bonus to be distributed among all the Employés in the Department, who, by their exertions, have more, or less, contributed to this result. For this purpose I would divide them into two classes, videlicet, (1), those whose personal labour is given directly to the Depository, (2), those whose routine duties involve some service indirectly to that branch of the Department. I would further suggest a slight permanent increase of salary in some cases.

Were it not for your recent absence from Canada, I need scarcely remind you of the present cost of living in Toronto, which is much higher than usual, of the greatly increased rate of Taxes, Insurance, Fuel, ectetera. The Taxes of most of those in the Office are increased from 30% to 40%. As an instance, my own have been raised from $105 to $150 this year. Insurance is 15% higher than last year, and bread at 20 cents per loaf, is an indication of the cost of other articles.

The present month will end our Departmental relations to the Government of "United Canada." Before, therefore this change takes place, I beg most respectfully to bring this whole matter under your favourable consideration.

Toronto, June 8th, 1867. J. George Hodgins.

(Note. These recommendations were practically concurred in and the Salaries were increased accordingly out of the profits of the Depository.)

Value of Stock on hand 1st January, 1867:			
(At selling prices)—Maps, Apparatus...		$30,819 52	
Average of 30% off.....		9,245 85	
			$21,573 67
Text Books.....	$4,336 17		
30% off.....	1,300 83		
		$3,035 34	
Library Books (including Council Room $2,225.85)	16,786 54		
Prize Books.....	19,770 30		
	36,556 84		
Average of 20% off.....	7,311 36		
		29,245 48	
			32,280 82
			53,854 49
Allow 5% for depreciation			2,692 72
Paid for Stock imported, 1st January to the 31st of December, 1867, including exchange and duty.....		14,142 39	51,161 77
Purchases in Montreal.....		96 35	
Purchases in Toronto.....		8,472 62	
Total payments for Stock.....		22,711 36	
Freight, packing fuel, insurance, salaries, travelling and all other expenses.....		7,026 97	
			29,738 33
			80,900 10
Value of goods despatched, at selling prices, during 1867:			
Library Books.....		3,404 83	
Maps, Apparatus and Prize Books..		28,270 20	
Articles at net prices	$4,657 10		
Proceeds (gross) of sale at Montreal	2,711 48		
	7,368 58		
Less receipts from contingencies for register 1865-6, refunded 1867	$738 83		
Refunded to Mountforest.....	24 00		
	762 83		
		6,605 75	
			38,280 78
Value of Stock to be accounted for.....			$42,619 32

Value of Stock on hand 1st January, 1868:			
(At selling prices)—Maps, Apparatus...		$29,456 92	
Average of 30% off.....		8,837 07	
			$20,619 85
Text Books.....	$3,509 08		
30% off.....	1,052 73		
		2,456 35	
Library Books (including Council Room $2,225.85) and Prize Books, now taken together.....	30,880 20		
Average 20% off	6,176 04		
		24,704 16	
			27,160 51
			47,780 36
Say 5% depreciation.....			2,389 07
			45,391 29
Value of Stock required to be accounted for as per preceding page.....			42,619 32
Assuming that the above deduction from selling prices is sufficient to cover the difference between the cost and selling value of stock, the gain in the value by the year's transaction after paying all expenses is.....			$2,771 97

This is double the profit of 1866, although the *expenses* of the year 1867 exceed those of 1866 by $1,700. To be within the mark, the same amount has been deducted for depreciation as in last year, although the sale of old stock at Montreal doubtless greatly improved the condition of the remaining stock. It is satisfactory to find that, while the business done was, in value, $2,257 more than in 1866, the stock has been reduced by $8,770, a most important advantage.

Toronto, 1868.

ALEXANDER MARLING, Accountant.

CHAPTER XIII.

REPORTS AND SUGGESTIONS IN REGARD TO THE COUNTY GRAMMAR SCHOOLS FOR THE YEAR 1866 AND 1867.

By the Reverend George P. Young, M.A., Inspector.

During the year 1866 all the Grammar Schools in Upper Canada, with a very few exceptions, were twice visited by me, in the discharge of my duties as Inspector. Detailed Reports, showing the actual state in which I found the several Schools, have already been placed in your hands; and I now have the honour to submit some remarks on some of the general features of the Grammar School System, suggested by what has fallen under my observation since I addressed you on this subject last year.

A.—*The Grammar School Law and the Regulations of the Council of Public Instruction.*

As I shall have occasion, in this Report, to trace the operation of the existing Grammar School Law, and of the Regulations of the Council of Public Instruction, it may be well, at the outset, to state succinctly those provisions of the Law, and those Regulations of the Council to which I am to refer.

1. By a Regulation of the Council, Boys in the Grammar Schools, with an exception, so slight that it need not be considered, are required to study Latin, or Greek; but Girls may be admitted to the Grammar Schools, to Study French and the English branches without taking Classics.

2. The Seventh Section of the amended Grammar School Act of 1865 provides as follows:—

"The Apportionment of the Grammar School Fund, payable half-yearly to the Grammar Schools, shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of Pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools."

Girls, pursuing the prescribed Course of Classical Study, are taken into account in the apportionment of the Grammar School Fund, although, as appears from the *Journal of Education* for May, 1866, only fifty per cent. of the average attendance of Girls for 1866 is to be reckoned in making the Apportionment for 1867, while the full attendance of Boys is reckoned. The attendance of those Girls who study merely French and English, is not counted in the apportionment of the public money.

3. An important Section, which I may term the one-half Section in the amended Act, makes it a condition of the Apportionment being paid to any School, that a sum equal, at least, to one half of the Apportionment, shall be provided from local sources, exclusively of Fees, for the Salaries of Teachers.

4. By the Grammar School Law, still unrepealed, the Board of Common School Trustees may unite with the Grammar School Board; and the joint Board has the power of raising money, by Rate, for Grammar School, as well as for Common School purposes; although the Grammar School Board alone has no power to levy a Rate.

B.—*Direction in which the Grammar Schools are drifting.*

Let me now respectfully call your attention to the way in which these provisions of the Law and Regulations of the Council of Public Instruction are working, in conjunction with other causes, to impress a very peculiar character on our Grammar Schools. I say a "very peculiar character." There is nothing like it, as far as I am aware, in

the Educational Institution of any other Country; and my impression is that, if the tide which has set in continues to flow as it has been doing for some time past, the interests of sound education in the Province of Ontario will be seriously affected. Three great tendencies, distinct from one another, yet closely connected, are devolping themselves.

1. *First Tendency.*—The first is a tendency in favour of Union Grammar and Common Schools. This is a natural consequence of the one-half Section, which requires that a sum equal, at least, to half the Grammar School Apportionment, shall be provided from local sources, for the Salaries of Teachers. I presume that the object of this Section was not only to augment the Salaries of good Teachers, but also to secure that Grammar Schools should not be recklessly established, or, if established, should not continue to be maintained, in localities where they are not needed, and where, therefore, the Rate-payers are not likely to be eager to tax themselves for such Institutions. But, if the latter of these objects was contemplated by the framer of the Act, he appears to have overlooked an escape from check, (to speak in the language of the Game of Chess,) which was open to Schools of the class against which his attack was directed. Not a few Schools, to which the one-half Section would have inevitably given the finishing stroke, have been enabled to avoid checkmate, by their union with the Common Schools; for, as has been stated above, while a Grammar School Board cannot impose a Rate for Grammar School purposes, a united Common and Grammar School Board has power to do so. As the union of the Common with the Grammar School is thus, the means, in many cases, of enabling the latter to obtain the local contributions, without which it could not exist, if it stood alone, it would ask in vain, it is not surprising that the tendency should be for the Union Schools to increase, rather than to diminish in number.

2. *Second Tendency.*—The second tendency which is developing itself in our Grammar Schools is a result of the first, taken in connection with the Statute which requires that the semi-annual Apportionment of the Grammar School Fund shall be made on the basis of the average attendance of Pupils in the Programme of Studies prescribed according to law. It may be described as a tendency in Union Schools, for all the Pupils, except those in the most rudimentary stages of English, to be drawn into the Grammar School department. Pupils seeking admission to a Grammar School which has not the Common School united to it, will ordinarily be those whose Parents really desire them to pursue a Grammar School Course of Study. But, where the Schools are united, the case is frequently very different. In not a few such Schools, all the Pupils in the Common School department, Boys and Girls alike, are, as soon as they have got the merest smattering of English Grammar, driven like sheep into the Grammar School, and put into Latin, in order to swell the roll of Grammar School Pupils, and to entitle the School to a larger share of the Grammar School Fund. I may be told that the Grammar School Masters and Trustees have no power to compel children to leave the Common School and enter the Grammar School. This is true. But it is also true that, as a matter of fact, there are many Schools in which things take place exactly as I have described. Every child in the Common School department, Boy, or Girl, who is supposed to have any chance of wriggling through the meshes of the Inspector's examining net, is transferred to the Grammar School, and enrolled as a Classical Pupil. I take it for granted that the Parents do not object. The children themselves, of course, obey orders.

This feature of the Union School System,—the tendency, namely, for all the Pupils, male or female, except those who are in the merest elements of English, to be sucked into the vortex of the Grammar School department,—is of so grave a character, that I think it right to give an example, for the purpose of enabling you more thoroughly to realize the form which our education Institutions are assuming. I visited the Grammar School at St. Mary's, about the end of September, 1866. After I had examined for entrance those Pupils whose names were on the Grammar School Roll, but who had not

been previously passed by the Inspector, I was informed that an additional Class, containing the most advanced Pupils in the Common School, to the number of above 20, was prepared for entering the Grammar School. I proceeded to examine them as the law requires. They were asked to parse the sentence: "I always do my work well." The following are specimens of their answers:—*First boy*: "I" third person singular, nominative to "always." "Always" a noun. On second trial: "always" an adjective. An so on. *Second boy*: "I" third person singular, nominative to "always." "Always" a regular transitive verb. And so on. These two young gentlemen were not a whit worse than their companions; and the result was, that I was obliged to reject the entire class. Now, I find no fault with the teaching in the Common School department of the St. Mary's Union School. If I am not mistaken, the Teacher, who was at the head of that department at the time of my visit, holds a First-class Certificate from the Normal School; and, as far as I can judge from the slight intercourse which I had with him, I think it likely that he is really a superior Teacher. He had not been long in St. Mary's, when my visit was paid to the School. I am blaming nobody. I am only anxious to assist you to realize the fact, that, under the influence of the causes which have been described above, the Common School department, in a large number of the Union Schools. is reduced to a low condition, all of the Pupils, who are far enough advanced to be able to parse an easy English sentence, being systematically drained out into the Grammar School. I gave St. Mary's, as it was in September, 1866, as an illustration of this.

3. *Third Tendency.*—The third great tendency which is developing itself in our Grammar Schools has been partly indicated already, and is seen in the influx of Girls into the Grammar Schools, connected with the circumstance that a large and increasing proportion of such Pupils take the Classical Course of Study. It is in the Union Schools chiefly that Girls abound; the drafting process so extensively practised in these Schools being, for the most part, applied without distinction of sex. While I do not for a moment question the sincerity of those Masters,—some of them men of high character and generally sound judgment—who contend that a Classical Course of Study is desirable for Girls, as well as for Boys, it would be mere affectation for any one to profess to doubt, that the new-born rage for Latin, among the female Pupils of our Grammar Schools, is intimately associated with the Regulation of the Council of Public Instruction, which provides that those Girls who study French and the English subjects in the Grammar School Programme for Boys, without Latin, shall not be taken into account in the Apportionment of the Grammar School Fund. The following Table, compiled in the Education Office, from the semi-annual returns made by the Grammar School Masters and Trustees, shows the daily average attendance, for 1866, of Boys and Girls respectively, in Classics, for twenty Schools, in all of which, except four, it will be observed that the average attendance of Girls studying Latin is in excess of that of Boys. The only Schools in the list which are not Union Schools are Kemptville and Stirling:—

	Boys.	Girls.		Boys.	Girls.
Bath	1½	10½	Norwood	13	17
Beamsville	6½	8	Oshawa	26½	28
Cayuga	4½	6	Perth	19	36
Farmersville	7½	9	Port Rowan	5	8
Iroquois	18	16½	Scotland	5	5½
Gananoque	9	21	Stirling	8	8
Metcalfe	7	8½	Strathroy	8½	6
Morrisburgh	8½	11½	Uxbridge	7½	11
Mount Pleasant	8	10	Whitby	23	37½
Newcastle	8	7½	Kemptville	5½	7

4.—*Summary.*—In the sketch given above, of the tendencies which are moulding the form of our Grammar Schools, I have avoided, as far as possible, expressing an opinion

on particular points. It seems to me important to keep facts, which are indisputable, apart from inferences, which may be disputed. My aim, therefore, has been, in what has been said thus far, to lay before you a simply historical statement, which may serve as a basis for discussion. I shall be expected now to bring forward the principal reasons which lead me to regard the tendencies that have been shown to exist as very unfortunate. This I shall do; only first let me give a brief summary of the facts which have to be considered. The number of the Union Schools is increasing, and is likely to increase. In many of the Schools of this class, all the Common School Pupils, Boys and Girls alike, who have obtained a smattering of English Grammar, are systematically drafted into the Grammar School. The consequence is that, in localities where such a system is followed, there is no mere Common School education, (observe, I say *mere* Common School education), given to any Pupils, Boys, or Girls, which is not of the most elementary description; and, not only have the Grammar Schools thus become, to a great extent, Girls' Schools, as well as Boys' Schools, but—what is especially noteworthy—the Girls admitted to these Schools are, in a majority of instances, put into Latin as a matter of course; in other words, the study of Latin is made practically a condition of their admission into the Grammar School.

C.—*Degradation of the Common Schools:—The possibility of obtaining a good English education made virtually conditional on the study of Latin.*

1. Will any man say that this state of things is satisfactory,—a state of things in which the Common Schools are degraded, by being suspended from the exercise of all their higher functions? Unless I misunderstand the object of the Common School law, the Common Schools are designed to furnish a good English and general education to those desiring it. But how can this end be accomplished, where the Common Schools are subject to arrangements, under which the highest stage of advancement ever reached by the pupils is to be able to parse an easy English sentence? I have pointed out that, in many of the Union Schools, the machinery of the union is managed in such a way as systematically to empty the Common Schools of all moderately advanced pupils, male and female, and, therefore, to leave only very elementary work to be done by the Common Schools. If, in an important and flourishing place like St. Mary's, the highest class of Boys in the Common School department of the Union School, were, in September last, utterly unable to parse the sentence, "I always do my work well," it may be imagined what the state of things is in ruder localities. Is this an example of the good English and general education which the Legislature desired, through means of the Common School System, to place within reach of all the children of the Province?

2. It may perhaps be said that although, in cases like that referred to, nothing but the most meagre English education is furnished in the Common School department of our Union Schools, the defect is remedied by the instruction given in the Grammar School department, into which the pupils are drafted from the Common School. Mark, if you please, what this involves. All the Boys entering the Grammar School, with an exception so slight as not to be worthy of consideration, must study Latin. As a matter of fact, in the majority of the Union Schools, the study of Latin in the Grammar School department, though not legally, is yet virtually, made imperative on Girls also. If not literally compelled to take Latin, they are put into it, and they accept the arrangement. Only "moral suasion," as an excellent Teacher explained to me—not, I think, without some veiled humour,—is employed to induce them to take Latin, "that being sufficient." The plea, therefore, that the degradation of the Common School department, in many of the Union Schools, is counterbalanced, or relieved, by the facilities afforded in the Grammar School department, amounts to this, that the possibility of a decent English education being obtained by our Canadian children may properly be made conditional on their studying, or professing to study, Latin. Such an idea, when nakedly put, must be felt to be monstrous.

3. There are two aspects in which the Common Schools may be regarded. They may be considered either as having a complete and independent work of their own to perform, namely, to impart a good English education to those desiring it, or as stepping-stones to something further,—Institutions designed to prepare Pupils for the Grammar Schools.

It will not be denied, I suppose, that the former of these offices is incomparably the more important of the two. Yet, in Union Schools of the kind which I am criticising, this, the chief and proper business of the Common School, has wholly ceased to be performed, in so far as the upper parts of what may be called a fair Common School programme are concerned. I look upon this as an excessive evil. I have such a sense of the importance of maintaining a high standard of education in the Common Schools, that, rather than see them degraded,—rather than see the goal, beyond which their most advanced pupils are not to pass, fixed at the point where an easy English sentence can be parsed,—I would be willing that all the Grammar Schools in the Country should perish. I protest against making the Common Schools, in all above the most primary classes, mere hotbeds to force forward seedlings for the classical field.

D.—*False show of Classical Study in the Grammar Schools.*

If the current, under which the Grammar Schools are at present drifting, operates, in so many cases, to the degradation of the Common Schools, how is its influence on the Grammar Schools themselves to be characterized? I am obliged to state, that it leads, in a painful degree, to a show of classical study, where the reality is wanting. Of course, I make no charge of wilful deception. All that I wish to indicate, is, the existence of a state of things which is not truly what it holds itself forth as being. There is a good deal of such false show in some Grammar Schools which have not Common Schools united to them; and I do not know that the evil could be wholly prevented on any system; but, by the Union system, it is directly generated and fostered. In illustration of this, I lay before you some examples, selected from the history of the past two years.

1. In the latter part of October, 1865, I visited the Grammar School department of the Union School at Consecon. There were on the Roll, for the current term, 18 Pupils in Latin. Here, then, was what professed to be a Classical School; but, (as my Volume of Reports for 1865 will show,) the whole thing was a farce. There were two divisions in Latin; the Senior, consisting of three Boys, all of them in Sallust, and two of them reading Virgil also; and the Junior, of thirteen pupils, mere beginners. The representatives of the Junior division, who were present, were children, whom it would have been judicious and kind to have left in the Common School. They had learned the Latin Grammar in a loose sort of way, as far as the verbs; but none of the Girls in the Class could tell me any of the terminations of the second declension; and the decidedly best Boy did not succeed in going through *servus* without mistake. Of the three Boys in the Senior division, all of whom were present, one was examined in Sallust. The memorandum regarding him in my note book is "very bad; nothing could be worse." The two other Boys were examined in Virgil. Their translation was inaccurate; their parsing bad; and the whole of their work unintelligently performed. The truth is, that there appears to be no field for a Grammar School at Consecon; and but for the Union of the Common and Grammar School Boards, I do not suppose that the establishment of anything else than a Common School would ever have thought of. The Grammar School at Consecon is now extinct.

2. I visited the Grammar School department of the Union School at Cayuga, on the 30th May, 1865. There were 50 pupils on the Roll for the current term; but 16 of these had left; so that, at the date of my visit, only 34 were actually in connection with the School. Of the thirty-four, twelve were professedly studying Latin. A sort of semi-classical character was supposed to be imparted to several of the others, by the circum-

stance that they were learning the Latin roots of English words. Of the twelve fully fledged Latinists, six were little children, who were struggling with the difficulties of the first declension. Of the six Senior pupils, only two were present; a Boy who was reading Cæsar, and a boy in Arnold's First-book. Permit me to transcribe some remarks which I made regarding these pupils in my Reports for 1865. The boy in Arnold "had read nothing. He was as far on in the Grammar as Adjectives of the 3rd Declension. He could decline neither Adjectives nor Nouns." The Boy in Cæsar "could make nothing whatever of the lesson for the day. The Master opened up another lesson, and the Boy got through the translation of it with difficulty and imperfection. His accidence and Syntax were utterly bad." It is plain from these details, that, in May, 1865, the Cayuga Grammar School, was merely an upper division of the Common School, with such a sprinkling of nominal Latin as was technically sufficient to enable it to draw a share of the Grammar School Fund.

3. Prior to the year 1866, the number of Classical Pupils in the Grammar School department of the Union School at Lindsay was small. I visited the School in January, 1866, and again in June of the same year. On the former occasion, there were twelve Pupils in Latin, (9 Boys and 3 Girls,) on the roll; on the latter, fifteen (11 Boys and 4 Girls). These numbers are probably a fair exhibition of the *bona fide* demand for classical learning in Lindsay. You may judge, therefore, of my astonishment, when, on returning to the School in April, 1867, I found that the number of pupils on the Roll—all of them studying classics—had sprung up to 58; 31 Boys and 27 Girls. What was the process by which this remarkable "Revival of Letters" had been brought about? A new Master was appointed in the beginning of the year 1867. That Gentleman, who possesses not a few of the qualities of a good Teacher, and who, in particular, is distinguished by zeal and energy, not relishing the sight of empty benches, paid a visit to the Common School, and transferred a promiscuous crowd of children from the Common School to the Grammar School. In this way, his house was filled—if nothing else was accomplished. Of those on the Roll, I was obliged to reject a considerable proportion as unqualified to pass the entrance examination. In Latin, none of the Pupils on the roll were further advanced than Harkness' Arnold, except two Boys. As the mass of the Pupils had been only a short time in the Grammar School, their Latinity was, as might be expected, of a very infantile description. But it is really a serious question: what proportion of a mixed multitude, gathered into a Grammar School in the manner described, will ever become classical scholars, in any proper sense of that expression? I do not profess to look with much horror on the operation performed by the Grammar School Master at Lindsay, although certainly it is not one of which I approve. Even Grammar School Masters are but men; and if you make it a person's interest, or the interest of the Institution with which he is connected, to pursue a certain course, which may not be the best, and then ask me to sit on the jury that is to try him for taking that course, I say: Not guilty.

4. When Doctor Crowle, a more than usually accomplished Teacher, to whose general merits I bear willing testimony, ascended the throne, as Grammar School Master and Principal of the Union School at Bowmanville, the Grammar School was in a languishing state. Plato, in one of those occasional myths which contribute to the charm of his dialogues, tells us that Plenty was the son of Poverty and Planning. Poverty, once upon a time, went, cold, hungry, and in rags, to a feast of the Gods, to see what she could pick up. There, while lingering on the outside of the banqueting Hall, she fell in with Planning, who made her his Wife, and of their union Plenty was the fruit. Doctor Crowle, perhaps remembering Plato, and looking wistfully to the Grammar School Fund,—that feast of the Gods, in the estimation of starveling Grammar Schools,—appears to have followed out, although not in the same wholesale manner, something of the "plan" which I have mentioned as having been adopted in the Lindsay School. In October, 1864, the number of Classical Pupils on the Roll, for the current term, was only 12. In June, 1865, after Doctor Crowle's appointment, it had

risen to 29; and, when I visited the School in March, 1866, at which time the Statute providing for the Grammar School Fund on the basis of attendance had come into operation, it had sprung up, by one great bound, to 60. Of those on the Roll at the last-mentioned date, I was obliged to reject a considerable proportion as unqualified to pass the entrance Examination; and the following quotation from my Volume of Reports for 1866 will show the light in which the policy that had been pursued, appeared to me at the time:—"The number of Classical Pupils is very great. I told Doctor Crowle that I was strongly of opinion that a large number of those studying Latin, both Boys and Girls, ought not to have been put into Latin. I am convinced that the pecuniary interests of the School have been consulted at the expense of the real profit of the Pupils." If I am not mistaken, Doctor Crowle himself would now admit that the view taken in my Report was correct.

These may serve as illustrations of the manner in which, through the union of the Common and Grammar School Boards, Pupils are unnaturally forced into the Grammar Schools and induced to learn Latin, without any consideration of their fitness for the study, or of the suitableness of the study for them: a state of things under which it is inevitable that a large amount of the classical work held forth as going on in the Grammar Schools must be a miserable false show.

E.—*Apportionment of the Grammar School Fund.*

The evils which have manifested themselves in the Grammar Schools, while resulting in part from the Statute authorizing the formation of United Common and Grammar School Boards, are due, also, in some measure, to the Section in the amended Act of 1865, which determines the principle on which the Grammar School Fund is to be apportioned, and to the Regulations of the Council of Public Instruction on the same subject.

1. The Law provides, generally, that the Fund shall be apportioned on the basis of daily average attendance. In making up the daily average for the several Schools, account has hitherto been taken, under a special Regulation of the Council, of the attendance of Girls studying Latin, but not of those studying French and the English branches merely. This has the twofold disadvantage of being inequitable, and of affording encouragement to a Course of Study which is not the most suitable for Girls. In illustration of the manner in which the Regulation works, let me compare the Oshawa and Whitby Schools with that at Port Hope. In the Oshawa School, when I visited it on the 16th of May last, I found on the Roll 78 Classical Pupils, of whom 38 were Boys, and 40 Girls. In Whitby, on the 15th of May, there were 80 Classical Pupils on the Roll. I did not note down the number of Girls among these; but the proportion of Girls to Boys was, at least, as great as in Oshawa. In Port Hope, which I visited on the 1st March, there were on the Roll 42 Classical Pupils, of whom 38, (exactly the same number as in Oshawa,) were Boys. If, therefore, the attendance of Boys alone were reckoned, the three Schools mentioned would be entitled, for 1868, to about equal Grants from the Grammar School Fund. But if the attendance of Girls studying classics be taken into account, the grant to Port Hope will fall greatly below the Grants to the other two Schools. This is not equitable. It may, perhaps, be said, ought not the Whitby and Oshawa Schools to be remunerated for the education of Girls as well as for that of Boys? I answer, certainly; but Girls are educated in the Port Hope School, too. All of the Schools are Union Schools; and in each of them there is a large number of Girls qualified, as far as age and ability, to pass the preliminary Examination are concerned, to enter the Grammar School Division. The difference is simply this: that, in Whitby and Oshawa, the influences to which the Girls are subjected induce them to pursue a course of Classical Study; while in Port Hope, the influences to which they are subjected induce them to take a Non-classical Course. The question, therefore, is not whether Grammar Schools should be remunerated for the education of Girls; but whether they should be remunerated for the instruction of Girls in Latin, and not remunerated for

instructing them in French and English. In my opinion, a Non-classical Course is the most suitable for the generality of Girls; and, therefore, I look upon the Port Hope School as suffering, in a pecuniary point of view, for doing what is right.

2. Another objection to the present plan of making the Apportionment, is that in many instances, it puts serious obstacles in the way of the efficiency of the Grammar Schools. I have shown, by the examples of the Schools at Consecon, Cayuga, Lindsay and Bowmanville, how the natural desire of Grammar School Masters and Trustees to secure an ample share of the Grammar School Fund has the effect, particularly where the Common and Grammar School Boards are united, of forcing into Grammar Schools multitudes of Boys and Girls, who rank as Classical Pupils, but from whom nothing more than nominal study of Latin can be expected. Where the movements of a School are clogged by the presence of such materials, its efficiency must necessarily be greatly impaired. They not only get little good themselves, but, like weeds in the field, they hinder others from getting good.

3. It seems plain, therefore, that, in the distribution of the Fund, the attendance of Girls studying Latin ought not to be more highly estimated than the attendance of those who study French and the English branches merely. The recognition of this principle would remove the objection, on the score of equity, which attaches to the present system, and would also deliver Girls from the undue pressure,—or, let us say, "moral suasion"—which is at present so generally exercised to induce them to take Latin. While they would be at liberty to take Latin if they chose, neither Trustees, nor Masters would have any end to serve, by driving them into a line of study for which they have no inclination, and on which it is commonly a mere waste of time for them to enter.

4. Here of course, it will be urged that equity knows no distinction of sex; and that, if the attendance of Girls who do not study Latin, is entitled to rank on a par with that of Girls who do, the attendance of Girls, whether belonging to the one class, or the other, should be reckoned as of equal value with that of Boys; and, therefore, that the Fund should be distributed in strict proportion to daily average attendance, whether the pupils in attendance be male, or female. This plan has the merit of being simple; and it carries such an appearance of justice, that persons unacquainted with the elements that constitute the real difficulty of the problem under consideration will be ready to look upon it with favour. But I believe that, if adopted, it would lead to grievous abuses. Under the Regulations of the Council, which admits Girls to the Grammar Schools for the study of French without Latin, floods of little Girls would be poured into those Grammar Schools which are least worthy of support; Green's Ollendorf would be put into their hands; and they would be reported as pupils in French.

5. A return to the old method, of first distributing the Fund among the different Counties in proportion to population, and then dividing the sum falling to the share of a particular County among the Grammar Schools in the County, is not, in my opinion, to be thought of. Such a plan would leave wholly untouched the inducements which at present exist, for the introduction of unsuitable pupils into the Grammar Schools. Besides, it seems unreasonable, that if two Counties, M and N, have the same population, but M has three Grammar Schools, and N only one, the single School in N should get thrice as great a revenue from public sources as any of the others, while perhaps it is far behind them, both in attendance and general character.

6. I have come to the conclusion, after having devoted much thought to the subject, that, until educational results are combined with attendance as the basis of Apportionment, it will be impossible to devise any scheme of distribution, that shall not be open to grave objections. More than a year ago, you asked me to consider whether results might not, in some way, be reached with sufficient accuracy to be taken into account, to a certain extent, in deciding the grants to be made to the several Schools. I stated to you my conviction that it could not be done, with the present provision for the inspection of Grammar Schools. But I feel no doubt that, if the Provincial Legislature were willing to make an additional Annual Grant of One thousand, or eleven

hundred, pounds for Grammar School Inspection, or if such a sum could properly be deducted from the Grammar School Fund, a system of inspection could be organized, that would make the blood flow in a new style through every limb of the Grammar School body, from Windsor to L'Orignal, and from Owen Sound to Port Rowan, and which, at the same time, while leaving several perplexing questions to be settled on their own merits, would render a just and right apportionment of the Grammar School Fund possible.

F.—*Proposed new System of Inspection.*

1. In round numbers, there are one hundred Grammar Schools in the Province of Ontario. These might be divided into three groups, having London, Toronto, and Ottawa, respectively, as their centres, and each group put under the charge of an Inspector. The services of three District Inspectors would thus be required.

2. Each of the District Inspectors would visit all the Schools in his group thrice, or (if that should be found impossible,) twice a year; and, at each visit, he would make a thorough individual examination of the Pupils present; the examination being conducted, (where the nature of the subject and other considerations permitted), in writing. The Inspector would prepare a statement, according to a prescribed form, of the values of the answers received by him; and would, upon a conjunct view of the whole, determine the position of the School in what may be called the scale of educational merit.

3. A certain point should be fixed upon, as the zero point in the scale of educational merit; and no School, failing to obtain a position above the zero point, should be entitled to any allowance from the Grammar School Fund. This Regulation would probably lead to the shutting up of several of the Schools which have been established in localities where no real demand for Grammar School education exists; and a considerable saving of the public money might thus be effected.

4. The Fund at the disposal of the Chief Superintendent should be distributed among the Schools which had a position assigned to them above the zero point; the apportionment proceeding, according to special Regulations, on the two-fold basis, of the daily average attendance at the several Schools, and of the place they had obtained in the educational scale.

5 An examination conducted by a single Inspector, however high his character and qualifications might be, would be very liable to question, or suspicion; especially where the principal part of the income of a School, perhaps the very existence of the School, depended on the Inspector's Report. To prevent, therefore, perpetual jarrings, it seems indispensable that there should be some provisions for guarding against the possibility of error, or partiality, on the Inspector's part, and satisfying reasonable public anxiety as to the correctness of his decisions. In University Examinations, it is common for two Examiners to be associated together. This gives confidence in the verdicts rendered. An arrangement exactly in this form would not be possible, and, in some respects not desirable, in the case of our Grammar Schools. What I propose, therefore, is, that, besides the three District Inspectors, there should be a general, or Principal, Inspector, with whom the others should communicate, and to whom they should in a certain sense, be subordinate; he himself, of course, being responsible to the authority appointing him.

6. It would be the duty of the Principal Inspector to take a general management of the work of Grammar School Inspection, so as to secure that it should possess, as far as possible, a character of unity throughout the Province. He would advise with the District Inspectors in regard to all details of their work, in which his counsel, or co-operation, could be of service. He would receive from the District Inspector their Reports, showing the places assigned to the various Schools in the educational scale, together with the written papers on which these Reports were founded. He would examine, at his discretion, and as extensively as circumstances allowed, the written papers so

received, and compare his own estimate of them with that of the District Inspectors; and, in the event of any material difference between himself and a District Inspector, he would correspond with the District Inspector on the subject. In this way, a powerful and honourable stimulus would be furnished to the District Inspectors to a careful discharge of their duties, and perfect and universal confidence would be produced in the correctness of their classifications.

Such, in barest outline, is the plan that I would suggest for the Inspection of the Grammar Schools. It will be time enough to deal with minute details when there is a prospect of the proposal being favourably regarded by the Legislature, and of the necessary funds being obtained. The scheme may very probably be judged to be of too large a character for the Province of Ontario, in present circumstances; but our choice lies, I believe, between some such scheme on the one hand, and incurable disorder and chronic difficulties in the Grammar Schools on the other. On general grounds, a plan of the nature of that which I have proposed, would be desirable, altogether apart from special sources of trouble; for, as you do not need to be informed, no educational principle is either more evident in itself, or more thoroughly established by experienc, than this,—that the efficiency of a System of Schools cannot permanently be maintained,—whatever other conditions of success be present,—without regular and searching inspection; inspection, whose results are made public, and which is attended with financial consequences.

G.—*Union Grammar and Common Schools.*

If the method of Inspection at present in force is to remain unchanged, and the apportionment of the Grammar School Fund is to continue to be made on the basis of attendance simply, it seems plain that an alteration in the Law, which authorizes the formation of Union Boards must be contemplated.

Where the Fund is apportioned on the basis of attendance simply, the temptation to manage the Union School machinery, so as unduly to swell the nominal attendance in the Grammar Schools, is so great that no class of men should be left exposed to it. The interests, therefore, of genuine Grammar School Education, and the interests,—still more important,—of advanced Common School education, agree in demanding that the Law which provides that Common Schools may be united to Grammar Schools should undergo revision. In too many instances, a Common and a Grammar School, united to one another, are like siamese twins, whose connection is inconsistent with the play of free, healthy, natural life in either. Of course, I do not mean that any change in the Law regarding Union Schools should be made hastily, or without regard to existing arrangements. I would not separate the twins with a butcher's cleaver. Union Schools have established themselves so extensively throughout the Province, that a rude interference with them would convulse the whole Grammar School System. But, although wise legislation, the formation of Union Schools in future might be prevented, and influences might, perhaps, be brought into play which, in a gradual and easy manner, would lead to a dissolution of Unions at present existing.

With more complete arrangements for the inspection of the Grammar Schools,—arrangements that would reach "results," with sufficient accuracy to enable those results to be used, in connection with attendance, as the basis of the apportionment of the Grammar School Fund, and that would render mere numerical strength, without attainments, of little account,—the temptation to draft unsuitable Pupils from the Common School into the Grammar School would be very much taken away. And thus also, the other great evil which has been shown to grow so frequently out of the Union of the Common to the Grammar School, namely, the degradation of the Common School, would be lessened; for, in proportion as the Grammar Schools restrained themselves from plundering the Common Schools, the instruction given in the Common Schools would become of a higher type.

H.—*Girls in the Grammar Schools.*

In the sketch which I gave of the direction in which the Grammar Schools are drifting, I referred to the great influx of Girls into the Grammar Schools. Out of 102 Schools which were in operation during 1866, 85 were mixed Schools, that is, Schools open to both Boys and Girls; and in the mixed Schools, taken as a whole, although Girls have the option of studying French, without Latin, the daily average attendance of Girls studying Latin, was to that of Boys in the proportion of about 3 to 5. This phenomenon will be admitted to be worthy of attention.

In my Report for 1865, referring to the co-education of the sexes in the Grammar Schools, I stated, that, in Schools conducted by Teachers possessing weight of character, I had no reason to believe that the general moral tone of the Pupils was injuriously affected by Boys and Girls being taught together. This is my opinion still. But, out of the hundred Grammar School Masters in the Province, some of them, young and inexperienced, it is certain that individuals will here and there be found, who are destitute of the weight of character requisite for conducting a School in which Girls of 15, 16 or 17 years of age, may be associated with Boys of the same ages. For this, among other reasons, I cannot look upon the great influx of Girls, that has recently taken place, into the Grammar Schools, as affording no ground for concern. I desire to treat this subject now, as I did last year, in the most temperate manner. I have not taken up the trumpet of the alarmist. An outcry, based on anything that I have witnessed, would be unwarrantable. In none of our mixed Grammar Schools did a single breach of decorum fall under my observation during the past year; and in many of them the appearance of the Girls was very pleasing. But I must avow, nevertheless, that my feeling is in favour of the education of grown-up Girls apart from grown-up Boys, wherever that is practicable. The risk of moral injury resulting in carelessly conducted Schools, from the co-education of the sexes, although it may be easily exaggerated, is an element that cannot be neglected. Schools, it may be said, ought not to be carelessly conducted. True. But what ought to be and what is, are different things. We live in a world, where, if we expect always to find things as they ought to be, we are likely to be disappointed. It is not so much, however, any gross and palpable departure from the ordinary moralities, that is to be feared in mixed Schools, as the loss of the higher moral refinements. I can hardly describe what I wish to indicate; but every one will understand it, who has been accustomed to associate with cultivated Women:—an ever present delicacy, married to an intelligence which at once strengthens it and liberates it from constraint. That the atmosphere of the generality of our mixed Grammar Schools is favourable to the growth of this, the flower of all female accomplishments, I do not believe.

As it is principally in the United States that the experiment of co-education has been tried, I was anxious before giving in this Report, to examine all the more important testimonies that have been published, in regard to the working of the co-educational system there. I have not been able, however, up to this time, to obtain a sufficient amount of exact information, to warrant me in thinking that a summary of the documents which I have consulted would be of any material value. I shall, therefore, merely refer to three distinguished witnesses. A weighty authority on the side of the mixed Schools of the United States, is De Tosqueville, Member of the French Institute, and Author of the well known work on "Democracy in America." On the other side we have the Reverend James Fraser, who was deputed by Her Majesty's Commissioners of Education, to inquire into the Common School System of the United States and of the Provinces of Upper and Lower Canada, and whose Report to the Commissioners has recently been published. Mr. Fraser says:

"There is one point, however, directly connected with the American School System and their general theory of education, of the effects of which I entertain great doubts. I refer to the effects on the formation of individaul character, and the general social

influences of mixed schools, and particularly of the theory and practice adopted in America on the subject of the education of Girls."

Probably the most eminent name in the United States, which has been brought forward on the side of the co-education of the sexes, is that of the late Horace Mann. From an examination of some of his works, I am not disposed to attach much importance to his opinion. He is no doubt an eloquent writer. I am aware that he is very generally regarded as an authority on educational subjects. His views on education, are, in many instances, both admirable and well-expressed, but what I have read of his writings has not impressed me with the conviction, that he had the disciplined, unprejudiced, sober mind, necessary for dealing with a question like that of the co-education of the sexes. On the whole, with my present light, I put faith in the Reverend Mr. Fraser.

Considerable alarm has been created in various quarters by Official Documents, from which it has been inferred that the Grammar Schools may possibly be shut against Girls; and I have been urged to bring under your notice certain reasons why such a course should not be adopted. It is alleged that the Common Schools are, in many parts of the country, over-crowded; that the Teachers in such Schools, being frequently engaged, (or "hired," as the elegant expression is,) from considerations of economy rather than of fitness, are incompetent to give their Pupils a good English education; that, even if they were competent, they would be unable, from the large number of young children whom they have to teach, to pay proper attention to the more advanced pupils; and therefore, that, if Girls were denied admission to the Grammar Schools, Parents, particularly in the rural districts, who were anxious to give a good education to their Daughters, as well as to their Sons, would have no means of gratifying this natural and laudable desire. These considerations seem to merit attention. I doubt whether in existing circumstances, Girls could obtain, anywhere else than in the Grammar Schools, the education which the highest interests of society render it important that they should receive. While my own feeling is, that it would be better for them to pasture, if they had the opportunity, in separate Academic fields, I would not, while they are without such opportunity, debar them from sharing the pastures of the Boys. Only,—the yoke imposed by circumstances should be accepted as something to be thrown off at the earliest opportunity. In all things, it is beneficial to keep a good ideal in view. Although we may not be able to realize it at once, the time may come, and perhaps come soon, when we shall be able to do so. The thought and expectation in the minds of enlightened men, of an improvement at present out of reach, hastens its advent.

I have the strongest possible impression, that the study of Latin by the great majority of the Girls, who are at present taking the Classical Course in our Grammar Schools, is a waste of time. I have the same impression in regard to a large number of Grammar School Boys. I am not prepared, however, to suggest any alteration in the Programme of Grammar Schools Studies. It would be useless for me to attempt anything in that direction, until I had some idea whether there was a likelihood of a new system of inspection being adopted. The introduction of a scheme of inspection such as I have sketched above, would almost necessarily be accompanied with a revision of the Programme of Study. Could we learn anything from the High Schools for English and the High Schools for Latin in the United States?

My apology for the unusual length, to which this Report has extended, must be found in the importance of the matters which it discusses, and in the extraordinary features which the Grammar Schools are at present exhibiting.

TORONTO, 21st February 1867. GEORGE PAXTON YOUNG.

2. THE EX-GRAMMAR SCHOOL INSPECTOR'S REPORT ON THE SCHOOL SYSTEM.

In January last you gave me authority to inspect, in addition to the Grammar Schools in the Province of Ontario, such Common Schools as it might be in my power

to visit. I have thus been enabled to get some insight into the condition of the Common Schools, as well as of the Grammar Schools; and in these circumstances, it seems to me, that, as I have now ceased to hold the office of Grammar School Inspector, I ought not to confine myself in my present Report, which is properly the Report for 1867, to the information which I obtained in the course of that year, but should make use also of the facts which fell under my observation during the first half of the year 1868, and should devote the Report, as the last official Communication which I shall have the honour of submitting to you, to an exposition of my views on our School System as a whole.

I. A Classical Course of Study is Unsuitable for the Great Majority of the Pupils. Attending the Grammar Schools.

I have, in former Reports, expressed the opinion that, for a large number of the pupils, male and female, attending our Grammar Schools, a classical course of study is utterly unsuitable. My convictions on this point remain unchanged; and, as I believe that the prevalence of a nominal study of Latin, is a main hindrance to the establishment of a good system of advanced school education, I feel it to be my duty once more to put on record my protest against the practice of obliging multitudes of Boys and Girls to learn Latin, who, as far as any special benefit, which they are to derive from that language, is concerned, might almost as well be set to learn Chinese. I do not undervalue Classical study, nor have I any wish to banish it from our School System. On the contrary, I agree with those who consider the languages and literature of ancient Greece and Rome to be the most perfect of all educational instruments; and it would, therefore, in my opinion, be most unfortunate, were the means of obtaining a classical education not provided from public sources, for those whose views and opportunities and tastes incline and enable them to become classical scholars. But, in our Grammar Schools, there are multitudes of children who have no object in prosecuting a Classical Course of Study, and whose circumstances and views in life render it perfectly certain that they will never become classical scholars in any proper sense of the expression. These children ought not to be compelled, or induced, to enter on the study of Latin. There are persons who have such a reverence for the ancient languages, that they consider even a little Latin to be a most useful thing,—so useful as to warrant the expenditure of a great deal of time on the acquisition of it. But with such a view I have not the slightest sympathy; and I am confirmed in my rejection of it by observing that, in the discussions at present going on in Great Britain, regarding a liberal education, the arguments employed by the most intelligent and unprejudiced advocates of a Classical Course of Study, possess weight only in reference to pupils who do not confine themselves to the mere rudiments of Latin, or Greek, but attain to some familiarity with Latin, or Greek, literature. It may be useful to advert, in illustration of this, to the arguments in favour of Latin and Greek, as part of a liberal education, which were employed by Mr. J. S. Mill in his Inaugural Address delivered to the University of St. Andrews.

> The study of the classical languages, by introducing us to a form of life, very noteworthy in itself, and at the same time widely different from our own, is fitted to prevent the intellectual narrowness which men are apt to contract from dwelling in too limited a sphere of thought and manners. Again, in these languages, we read history in its original sources: and it is important, that in some instances at least, we should go for our knowledge of history to the fountain head. Still further, the writings which form the body of classical literature,—writings like those of Thucydides, Plato, Aristotle, Demosthenes, Horace, Tacitus, Quintilian,—possess, for the purposes of education, a marked and decisive superiority over any modern works.

These are three of the arguments on which Mr. Mill mainly relies, in support of his conclusion that classical study should be allowed to retain the place it has long held in a liberal education; and I have grouped them together, in order at once to dismiss them, as manifestly inapplicable to the class of Pupils whom I wish to deliver from the yoke of a pretended study of Latin and Greek. It would be simply mockery to speak of such Pupils having their minds redeemed from narrowness through familiarity with the life

and thought of ancient Greece and Rome, or ascending to the fountains of history, or receiving a large culture through their appreciative study of Thucydides and Horace. The literal truth is, that many of them waste months, and even years, on such sentences as "the Fox will frighten the Boy," or "on the tops of the mountains the cold is so great that the snow never melts," or on sentences of not much higher import, and then leave School to think of Latin no more for ever.

Only two other arguments, in addition to those which have been stated, are employed by Mr. Mill in his defence of classical study. The first is, that translation from one language into another, especially from a language like Latin into one like English, is a valuable exercise, both by the command of verbal expression which it gives; and also, and still more, by its being fitted to correct the natural tendency to mistake words for things. The second is, that the regular and complicated structure of the Latin and Greek languages makes the study of them, considered simply as languages, and apart altogether from what may be termed the contents of their literature, a peculiarly admirable logical discipline. The force of these considerations I have no wish to underrate. I must remark, however, that, in the case of Pupils who never make such progress in Latin as to be called to grapple with sentences of any difficulty, the advantages referred to are experienced in only a very slight degree. Translation from Livy into good idiomatic English is a splendid exercise; but it is not a splendid exercise, to translate the sentences in Harkness' Reader. In like manner, the logical value of a thorough and intelligent analysis of the more complicated paragraphs of Cæsar is undoubtedly very great; but only a small proportion of the Pupils in our Grammar Schools ever arrive at any thing like a capability of thoroughly and intelligently analysing the more complicated paragraphs of Cæsar. I admit that even those Pupils, whose Classical Studies are limited to Harkness' Books, have their logical faculties in some measure awakened and improved through the analysis of the sentences with which they are called to deal. But the benefit, which in this respect they derive from the study of Latin, is not remarkably great. It is not greater than they might derive from the study of English, were English properly taught.

I trust that I have not left you in any doubt as to my reasons for thus referring to the arguments of Mr. Mill. These arguments, which involve, in substance, every thing that can be said in favour of a classical education, except, perhaps, that Latin is one of the main roots from which our English language has grown, I have no desire to refute. I entirely agree with them. But I wish you to consider how the practice of dragging every Boy and Girl, who can possibly be got hold of, into the Grammar Schools, and virtually compelling them to learn Latin, appears in the light of the reasonings of one of the most accomplished living advocates of Classical Study. The inevitable result of that practice is to fill the Grammar Schools with children, a large number of whom are certain never even to profess to learn more than the rudiments of Latin. Well, you read Mr. Mill's arguments, and you apply them to the Boys and Girls of whose Classical Studies Harkness' Books (we shall say) form the superior limit, and—you feel that the whole thing is ridiculous.

I regret that I cannot, in illustration of the character of the Pupils with whom many of our Grammar Schools are filled, unroof before you a large number of the Schools, and let you see with your own eyes what I have seen. But I must endeavour to give you some imperfect glimpses, which may help you to imagine what sort of classical learning is flourishing in not a few of our Public Institutions:—

1. I visited the Grammar School at Ancaster on the 7th May, and on the 18th November, 1867; and again on the 18th March, 1868. On the first of these occasions, there were 21 pupils on the Roll, all in Latin. The highest class consisted of three Boys, who were reading such sentences as, "he will praise true greatness of mind." At my second visit, there were in connection with the School, thirteen pupils, all in Latin. They were in one class, and it is enough to say, that the lesson for the day was a revisal of the opening lesson of Harkness' Arnold. Some of the Pupils had gone as far as the

19th lesson. At the date of the third visit, eighteen pupils, all in Latin, were on the Roll. Two of these were a little more advanced than the others; and the best of the two,—the Captain of the School,—was reading, and reading badly, such sentences as, "*naturae convenienter vivimus.*" In fact, his translation of this sentence was, "we live conveniently to nature." By this simple statement, especially when I add that I believe the Master to be a competent and faithful Teacher, most people will be satisfied that a classical school at Ancaster might be dispensed with; although I suppose that there are persons in that Village, who think that it would be a dreadful thing, were the Chief Superintendent to rob their children of the opportunity of becoming acquainted with the literature and mode of life of the ancient Romans, and qualifying themselves for ascending to the sources of history.

2. I inspected the Grammar School at Gananoque, in the Spring and in the Autumn of 1867, and again in the Spring of 1868. The following Table will give a general view of the state of the School at these seasons, respectively:

Date of visit.	Classical Pupils on the Roll for the term.	Classical Pupils sufficiently advanced to begin Cæsar.
29th of March, 1867.....	14 Boys and 28 Girls.....	None.
17th of September, 1867.....	19 Boys and 18 Girls.....	None.
5th of March, 1868.....	23 Boys and 24 Girls.....	Four.

It will be observed, that neither in the Spring nor in the Autumn of 1867 were any of the classical pupils far enough advanced to begin Cæsar. This, however, conveys a very imperfect idea of the rudimentary character of their Latinity. I must, therefore, be a little more definite. In March, 1867, the most advanced class consisted of 12 Girls and 3 Boys. They had gone as far as the 24th exercise of Arnold's 2nd Book, but, having found the idioms difficult, had been put back, and were reading such sentences as, "the Mother was praising her Daughter." Six months later, in September, 1867, the most advanced Latin class consisted of four Girls and a Boy. Observe here, first of all, that the class of fifteen pupils, who were struggling with the elements of Latin in March, had almost entirely melted out of existence before September. Ten pupils, out of fifteen, after frittering away much precious time in going through a form of classical study, had left School, sufficiently accomplished in the Latin language to be able to translate, and imperfectly construe, sentences a little more difficult, perhaps, than that of which the translation is given above. But what was the proficiency of the five pupils, who remained to form the advanced class in September? The Master told me that they were about to begin Cæsar; but, from examination of them, I was satisfied, as my Volume of Reports for 1867 will shew, that they were not prepared to take up such an Author. One of the five could not go through the future indicative of the verb *condere;* another could not go over the present indicative of the verb *facere;* and none in the Class knew the future indicative of the verb *ire.* The master satisfactorily accounted for their deficiencies by the irregularity with which they had attended School. On my return to Gananoque, in March, 1868, I found a class of four Girls in Cæsar. The Boy, who was in the advanced class in September, 1867, had disappeared from the scene. The Girls acquitted themselves, on examination, in a creditable manner. The other Latin pupils were at a most elementary stage of their studies. Now, is it possible for any man of intelligence to look at this state of things, and doubt that it is forced, unnatural and absurd? Let it be distinctly understood, that I impute no fault to the Teacher. He is a Gentleman of ability, fully qualified for his duties, and faithful in the discharge of them. But there is no genuine demand for classical education in Gannanoque. The Boys in the Village for the most part leave School at a very early age, to work in manufacturing establishments. Such materials, although they may be thrown into the Latin mill, for the purpose of increasing the revenue of the School, cannot be ground into classical scholars. The Girls, generally, have it in their power to remain at School for a longer time. But, with the mass of the Girls, as with

the mass of the Boys, the study of Latin is a merely nominal thing; and, as respects even the best of the Girls, I hold that the time which they are made to squander on sapless Latin technicalities, might be employed to infinitely greater advantage in studies that possess a vital interest, and that, instead of being swiftly and gladly consigned to oblivion, as soon as School is left, would prove the commencement of a new direction to the life.

Of course, I do not mean that all the Grammar Schools in the Province are in as low a state as the School at Ancaster, or surrounded by circumstances so infavourable to classical learning as the School at Gannanoque. For the purposes of illustration, it is sometimes necessary to refer to extreme cases,—cases that admit of no cavil, or evasion. But I take the responsibility of saying, that there are many of our Grammar Schools in which, from one cause, or another, a large number of the Pupils, who are enrolled as studying Latin, are as far removed from all reasonable likelihood of doing any thing more than dipping the soles of their feet in the waters of classical learning, as the Boys and Girls in the Ancaster and Gananoque Schools. I have the conviction, not based (I admit) on an exact examination of minute statistical details, but forming part of the general impression which my visits to the Grammar Schools have left on my mind, that a classical Course of Study is unsuitable for at least seventy-five per cent. of the Pupils studying Latin in our Grammar Schools. It seems to me that such a Curriculum ought not to be undertaken by any who are not likely to proceed far enough to read an Author like Virgil with some measure of appreciation. This principle, if admitted, would certainly sweep out of our Grammar Schools more than the proportion which I have mentioned, of the classical pupils now attending these Institutions. For Girls, especially, I consider a classical Curriculum to be, in ordinary cases, most undesirable. They are, no doubt, as capable as Boys of learning Latin. But a so-called classical education, consisting of little more than a few grammatical technicalities, while it is a miserable education for either Boys, or Girls, is especially miserable for the latter; because, in the first place, it can by no chance become of practical benefit to them in life; and, in the second place, it swallows up the principal opportunity of intellectual cultivation which they are likely ever to possess. Boys who obtain no culture at School may, perhaps, if their minds are of a vigorous order, gather a considerable measure of it afterwards in their intercourse with the world. But the sphere of Women is more retired than that of Men. Hence, if Girls leave School without the beginnings of culture, there is the greatest danger of their remaining uncultivated all their lives. What a pity, then, that so many of our Grammar School Girls should be sacrificed on the altars of the classical Divinities! How miserable, that, instead of being fed with what would nourish and beautify their minds, they are compelled to gnaw at the bare bones of elementary Latin forms! What a benefit it would be, to Girls even more than to Boys, if the pretence of Latin, in the case of those with whom it is really nothing more than a pretence, were swept away as rubbish, and the ground cleared for the introduction of something worthy of the name of education!

II. Defective Character of the English Education furnished in our Public Schools.

Before proceeding to sketch a Curriculum which I would substitute for Latin and Greek, in the case of those Pupils for whom I consider the study of classics unsuitable, I must refer to the low character of the English education at present furnished in our Public Schools. And let me say at once, passing over all minor points, that in a very large number of our Common and Grammar Schools, even of those in which superior educational results might be looked for, many of the most advanced Pupils, at an age when they ought to be able to go forth and reap the whole harvest of English literature, are unable to read a page of an ordinary English author with intelligence. It will, I presume, be admitted, that, whether our higher school Pupils learn Latin or not, they ought, at any rate, to learn English. A Girl, sixteen or seventeen years of

age, has not, in my opinion, been decently educated, even although she may have been dragged through the whole, or a portion, of Harkness' Latin Books, if she cannot sit down and read a few pages of Cowper's Task, or a few pages of Thomson's Seasons, with a clear apprehension, (making allowance for exceptional difficulties), of their meaning. But this is what many grown Girls, who are wasting their affections on Harkness in our Grammar Schools, cannot do. Again and again, during the last six months, when I have met with classes of young Ladies unable to attach any ideas to common English sentences, and ignorant even of the signification of common English words, I have felt grieved indescribably. If Girls leave school unable to read an English Author intelligently, the result will be that, in their own homes, they will not spend any portion of their time in useful reading. They will occupy their leisure evening hours in mere frivolity, or, if driven occasionally to have recourse to Books, they will take up, for the sake of vulgar sensation, some silly novel, which makes no demand on the thinking faculty, presents no true picture of life, and, instead of adding to the riches of the mind, exercises a deteriorating influence. Such a result as this, in the case of Girls of average ability and character, would, I am persuaded, under a proper educational system, be the exception and not the rule. I am afraid that at present it is as often the rule as the exception.

As an illustration of the evil which I am endeavouring to describe, I will take a School, which is not by any means of the poorest class, and which is conducted by a Master of much more than ordinary ability and zeal. On the 11th of June, 1868, there were on the Roll of the Grammar School at Picton, 26 Boys and 32 Girls, all studying Latin. A considerable number of the Girls were young Ladies, whose school education must have been near its close—young Ladies sixteen, seventeen or eighteen years of age; some of them perhaps even older. The Boys, with one exception, were a good deal younger. Once a week, the Grammar School Pupils and the two upper divisions of the Common School, which is united with the Grammar School, under the Principalship of the Grammar School Master, are brought together for the purpose of reading passages in English, which have been previously selected and studied. I mention this to show that the study of English is not neglected in Picton; the truth being that more attention is paid to English in that Village than in most other localities which I have visited. The weekly English recitations to which I have referred are fitted to be very beneficial. I had an opportunity of witnessing one of them, and was amused with the spirit which some junior boys, in particular, threw into a simple dialogue which they rendered in character. The manifest interest which the little fellows took in the exercise was a proof, if I had needed any proof, of the charm with which lessons in English may be invested under a Master, who understands his business. But the point to which I wish to come is, that, in spite of the measure of attention paid to English in Picton, and notwithstanding the ability of the Principal of the School, the incapacity of the Pupils to interpret any English sentences presenting a shadow of difficulty was strikingly exhibited. For instance, one of the pieces recited in my hearing was the poem of Mrs. Hemans, entitled "The Graves of a Household." The whole thought and sentiment of the poem lie in the last two lines:—

"Alas for love, if *thou* wert all,
And nought beyond, O earth!"

The idea that human affection would be a poor thing if man's existence and love were limited to the present life is not so profound, nor is it expressed by Mrs. Hemans in so abstruse a manner as that properly educated Girls,—sixteen, seventeen, or eighteen, years of age,—should have any difficulty in comprehending it; and yet it was comprehended by not one girl in the Picton School. Not one of the intelligent young Ladies present,—and when I say intelligent, I am speaking without the slightest irony,—could tell to what the pronoun "thou" refers. The Master called up in succession about half-a-dozen of those whom he considered most likely to be able to solve the problem, but

they all failed. Several of them expressed the opinion that "thou" refers to "love." I asked them—Did Mrs. Hemans mean to say,

Alas for love, if *love* were all?

They saw that this was nonsense; but even then they were unable to point out the reference of the pronoun, or to give any indication of the meaning of the lines. Another piece recited was Eliza Cook's poem on "An Old Arm Chair," in which the line occurs,

"Say it is folly, and deem me weak."

Not a Boy in the School, except one, who (I believe) had been a Common School Teacher, knew the meaning of the word *deem*. This may seem to you incredible. It would have seemed incredible to me a short time ago. But I have discovered that a deep and widespread ignorance of the signification of English words prevails among even the advanced Pupils in many of our Grammar Schools. I have met with grown Girls who, after reading Mrs. Sigourney's stanzas on the "Coral Insects,"

"Who build in the tossing and treacherous main,"

could not tell me what the *main* is. It was by no means uncommon to find grown Girls who had only partially correct conceptions of the force of the epithet *treacherous* applied to the main. Comparatively few Grammar School Pupils have been able to explain to me the term *circumscribed* in Gray's Elegy—

"Nor circumscribed alone
Their growing virtues, but their crimes confined;"

and still fewer to attach any idea to the phrase *loose revolving* in Thomson's description of a snow-storm—

"In his own loose revolving fields the Swain
Disastered stands."

I was informed by one Grammar School Pupil that a *swain* is a species of Bird; and a considerable number of the young Ladies, whom I had the privilege of examining considered the term to be synonymous with lover, although they were rather in the dark as to what the lover could be about, when he was standing disastered in his own loose revolving fields.

The igorance of their own language, manifested by the Pupils of our Provincial School, enables me to understand what earnest writers on education are beginning to discover and to proclaim regarding the state of things in other Countries. The following passage from a Lecture on English in Schools, by Professor Seeley, while it may serve as a confirmation of what I have been saying, will show how very serious, in the estimation of that distinguished Scholar, is the defect I have endeavoured to describe. Professor Seeley's incidental allusion to Latin and Greek is worthy of notice in passing, particularly by those who are accustomed to assume that the best way of becoming acquainted with the English language is wholly to neglect the study of it for the sake of the ancient classical tongues.

"I think that an exact knowledge of the meanings of English words is not very common even among highly educated people, which is natural enough, since their attention has been so much diverted to Latin and Greek ones. But the igorance in this department of the class I have most in view, those who leave School at fourteen, or sixteen, is deplorable. It is far more than a mere want of precision in the notions attached to words. It is far more also than a mere igorance of uncommon and philosophical words. There is a large class of words in the language, originally perhaps philosophical but which have passed so completely into the common parlance of well-educated people, that they cannot now be called philosophical, but which remain to the class I speak of perfectly obscure. The consequence is that such people, in reading not merely abstruse Books, but Books in the smallest degree speculative, or generalizing, constantly mistake the meaning of what they read. It is not that they understand their Author imperfectly; they totally misunderstand him, and suppose him to say something which he does not say. It is no wonder that such persons have no turn for reading; in fact, it is scarcely to be wished that they should. But all this is plainly owing to the fact that they have never been taught English.

III. English High Schools Needed.

It has been shown, that, for the great majority of the Pupils who crowd our Grammar Schools, the study of Latin is unsuitable; and also, that, as a rule, the advanced Pupils, male and female, in our Public Schools, fail to receive a decent English education:—for I will not call an English education *decent*, which dismisses grown Boys and Girls from School unable to read ordinary English Authors intelligently. It follows, that to bring our educational system into a right condition, it is not enough that an end be put to the unnecessary study of Latin; a thorough reformation must, at the same time, be made in the teaching of English. In fact, the evils which have grown to a head in our Grammar Schools, appear to indicate that the time has arrived for the organization of a different sort of Schools from either the Grammar Schools, or the existing Common Schools.

Children under thirteen years of age, who do not mean to take a Classical Course of Study, have no educational wants which the Common Schools, properly conducted, are not fitted to supply. For children of thirteen and upwards, who have already obtained such an education as may be got in good Common Schools, it would, I think, be well to establish English High Schools:—a designation which I borrow from the United States, although, unfortunately, I have only a very vague idea of what the High Schools in the United States are.

I consider it essential, that, in the admission of Pupils to the High Schools, both age and attainments should be taken into account, in order, on the one hand, that these Schools should not be flooded with small Boys and Girls, for whom the Common Schools are perfectly adapted, and on the other, that large Boys and Girls, who have been inattentive, or ill-behaved, in the Common Schools should not become a burden on the High Schools, in whose business they are unfit to take part. Children, to be eligible to the High Schools, should be able to read with fluency, and to parse and analyse all sentences of an ordinary kind. It is surely not too much to expect such work as this from the Common Schools, and to require the children not meaning to study Latin, should remain in the Common Schools until they can do it. Those Pupils for whom no higher education is desired, or whose circumstances in life compel them to leave School before they can attain to any thing higher, need never pass beyond the Common Schools.

1. *Study of the select Works of good English Authors.*—It being assumed that such exercises as parsing and the analysis of sentences have been properly and fully attended to in the Common Schools, the Pupil, on entering the High School, should proceed to the study of select Works of good English Authors; the object contemplated being not technical grammatical practice, but a mastery of the meaning of the Writer, and, as far as possible, an entering into his spirit.

Of course, Boys, or Girls of thirteen, even although they may have been well trained in the Common Schools, will be unable to read intelligently the more profound English Authors. It will, therefore, be necessary, in the High Schools, to commence with easy and interesting Books, of an objective character; and to pass gradually to what is more difficult. Here again I may quote from Professor Seeley.

"The selection of the series of Writers to be read in the Classes is an important question. I should like to see it differing in different Schools but constant in some main features. You would naturally begin with what is most attractive to young Boys, such as Macaulay's "Lays," Kingsley's "Heroes." Scott's "Poems and Tales of a Grandfather." You would put at the end of the Course the older Poets and the Philosophical Writers, but I should like to see introduced every where, about the middle of the course, Plutarch's Lives, in the translation, Pope's Iliad, and Worsley's Odyssey. I will undertake to say that the reading of these three Books would more than counterbalance all that the Boys might loose in the knowledge of antiquity by giving up the classics."

2. *Structure of sentences; Allusions; Figurative Representations; Signification of Words.*—As the Pupil is now mainly concerned about what may be termed the literary content of the works with which he is engaged, nothing should be overlooked that can contribute to his perfect apprehension of the meaning of what he reads. Where peculiarities of construction present themselves, they should be cleared up, although it ought not to be necessary in ordinary cases to waste time on mere matters of syntax. Historical, biographical and mythological allusions should be mastered. In reading, for instance, the well-known address to an Egyptian Mummy, a Pupil should not be allowed to swallow the Memnonium, making no bones, any more than, in the High School of Edinburgh, or in one of our good Grammar Schools, a Boy whose lesson was the Ode of Horace, "*Te maris et terrae, etcetera,*" would be permitted to escape without knowing anything about Panthoides. Care should be taken that facts and principles are laid hold of. Similes should be explained; metaphors unfolded. Above all, a rigid account should be required of the meanings of words. This part of the exercises of the literary classes might easily, in the hands of a Teacher, who was ambitious to excel, and who did not grudge the labour without which excellence is unattainable, be invested with great variety and interest. Books like Trench's "English Past and Present," and Trench's "Study of Words," furnish a mine of materials, which a Teacher might with advantage use, to make his examinations on words delightful and instructive.

3. *Trains of Argument; Education of the Discursive Faculties; Elements of Formal Logic.*—It would of course be a part of the business of the Pupils in the High Schools to master the trains of reasoning occurring in the works which they studied. Recently, a Lady, who, after spending some years at what was considered a good private School in Canada, had gone to a School in the United States, gave me a suggestive account of one of her first experiences in this latter School. The Class in which she was placed was studying one of Doctor Paley's Works,—either his "Natural Theology," or his "Evidences of Christianity." She had not become familiar with the manner of conducting the Class, when she was startled by the Teacher calling on her to state "the next step in the argument." It was as if a thunderbolt had fallen at her feet. She had never previously been made to understand that it was necessary to attend to the arguments contained in Books. Now why should not the Boys and Girls in our Canadian Schools, as well as those in the United States, be trained to comprehend an argument, and to estimate its value?

I confess that I do not see why we might not, with a view to the full development of the discursive faculties of the advanced Pupils in the High Schools, go even farther than I have yet indicated, and give a place in our Curriculum to the elements of Formal Logic. The name of Formal Logic may perhaps appear terrible—*monstrum horrendum, informe*—but from considerable experience as a Teacher, I can state positively that the fundamental principles of the Science can easily be mastered, even by Pupils who have had little previous mental discipline, and that they admit of being made very interesting. Suppose, then, a passage containing an argument on some important topic to occur in the ordinary course of reading. What I would suggest is, that the Pupil, after stating in a free and natural manner the outline of the reasoning, might be required to throw the argument into syllogistic form. Such an exercise, occasionally, (it need not be very frequently,) performed, would give precision and vigour and facility to the movements of the understanding.

4. *The minds of the Pupils brought into contact with Truth and Beauty.*—The quickening contact with truth and beauty, into which the Pupils in the High Schools would have their minds brought in studying the works of good English Authors, is a circumstance of unspeakable importance. Suppose that an ingenuous Girl were to read even a single Poem like Milton's "L'Allegro," under the direction of a Teacher competent to guide her to a thorough appreciation of such a work, and that the Poet's general conception, and the wonderfully felicitous musical details in which it is devel-

oped, were to enter into her imagination, so that the whole should live there, and become in her experience "a joy for ever," can it be doubted that this would be worth all the Latin, ten times over, which most Girls learn in our Grammar Schools? Why should children not have their intellectual natures nourished and enriched through familiarity with exquisite thoughts and images, instead of being starved on lessons about trifling, or common place, matters? When all human passions and affections, as delineated by writers who have remained faithful to nature,—when the varieties of human life, actions and their tendencies, the immortal representations that literary genius has bequeathed to the world, the analogies that Poets love to trace, can be set before the pupils in our Schools, why should we answer all their conscious and unconscious aspirations after what Matthew Arnold calls light and sweetness, by informing them that Caius dwelt for two whole years at Rome, or, that the rule in Latin is to put the direct object of an active transitive verb in the accusative case?

5. *English Composition.*—With the reading and intelligent and, (as far as possible), appreciative study of good English Authors, the theory and practice of English composition would naturally be associated. This branch should receive a large measure of attention. At present it is greatly neglected, and it would be strange if the case were otherwise; for the children in our schools obtain, under existing circumstances, only a wretchedly scanty stock of ideas; they come into the possession of little real knowledge; and it is of no use trying to instruct children how to say a thing, when they have nothing to say.

IV. Way in which Morality might be Taught in the English High Schools.

Let me now proceed to show how the principles of Morality might be taught in the High Schools.

I mentioned, in my Report for 1865, that a Friend, who takes a deep and enlightened interest in education, had expressed to me the opinion that the want of any adequate provision for teaching Morality is one of the main defects of our School System. The same thing is felt by earnest men in regard to the Schools in England. The following passage, from a lecture by Professor Huxley on a liberal education, is to the point. He is criticising the education given in the Primary Schools of England:—

"Let us consider what a child thus educated knows, and what it does not know. Begin with the most important topic of all—Morality, as the guide of conduct. The child knows well enough that some acts meet with approbation, and some with disapprobation. But it has never heard that there lies in the nature of things a reason for every moral law, as cogent and as well defined as that which underlies every physical law, that stealing and lying are just as certain to be followed by evil consequences as putting your hand into the fire, or jumping out of a garret window. Again, although the scholar may have been made acquainted, in dogmatic fashion, with the broad laws of morality, he has had no training in the application of those laws to the difficult problems which result from the complex conditions of modern civilization. Would it not be very hard to expect any one to solve a problem in Conic Sections, who had merely been taught the anxioms and definitions of mathematical science?"

No person can doubt that Professor Huxley is right in pronouncing morality to be the most important of all the branches of a liberal education. In this Province of Ontario, the Council of Public Instruction have made Christian Morals a part of the Programme of the Grammar Schools. But I suspect that the subject, while honoured with a place in the Programme, receives scarcely any farther attention. Of course, good Teachers do not neglect to discourage every manifestation of vice. They are anxious, in a general way, to preserve a good moral tone in their Schools. But my impression is, that little, if any, systematic instruction in morals is given in our Public Schools beyond the inculcation, "in dogmatic fashion," of the most fundamental ethical pre-

cepts. The fact is, that to teach morality in Schools in an efficient manner is extremely difficult. I do not think that classes, specially devoted to lectures, or examinations on moral subjects, are desirable. It seems to me that the best means of making our Schools fields of moral as well as of intellectual education, is for teachers to avail themselves of the opportunities of conveying moral lessons that may occur in the course of the ordinary English studies with which the pupils are engaged.

I may illustrate what I mean by referring to a visit which I lately paid to one of our Grammar Schools, in which a class of grown Girls read in my hearing a passage from "The Merchant of Venice," containing Portia's famous speech:—

> "The quality of mercy is not strained;
> It droppeth as the gentle rain from heaven
> Upon the place beneath. It is twice blessed;
> It blesseth him that gives and him that takes;"

and so on. When a few lines had been read, I asked one of the Girls to close her Book for a moment. She did so. Now tell me (I said) what Shakespeare means when he says that the quality of mercy is twice blessed? Where is the double blessing of mercy? Though the sound of the Poet's words had scarcely died out of her ears, she could not answer my question. So I said to her again: If you were waiting by the sick-bed of a Friend, showing that Friend a great deal of kind attention, giving up amusements and in other ways sacrificing your own pleasure for your Friend's sake, your labour of love would be a blessing to your friend, would it not? "It would." Would it be a blessing to any body else? She answered, in a subdued voice, which told me how she felt the influence of one of the grandest of all moral principles coming like a revelation over her spirit, *To myself*. Now, here was a lesson in practical Christian Ethics, given incidentally, in no dry dogmatic fashion, but in connection with words of such singular sweetness that they can scarcely be read intelligently without entering into the soul, and becoming part of its convictions for ever. Why should such lessons not be a regular feature of the classes of English literature in our Schools?

A Teacher, anxious to form his pupils to a good moral character, would, if he pursued the system of which I am speaking, have ample opportunities not only if bringing the broad laws of morality under their notice, but also of exhibiting those laws in their bearing on many of the actual circumstances of life. The instance to which I have referred, simple as it is, shows this. Nor would a good Teacher have the slightest difficulty in making children feel most impressively, from passages that would incidentally be met with in the Authors studied, that moral laws, according as they are observed, or violated, have their consequences as unvaryingly and inevitably as physical laws. Whether this moral training could be carried far enough to enable the Scholars to apprehend clearly the solution of any of what Huxley terms "the difficult problems which result from the complex conditions of modern civilization," would depend on circumstances. The example, which Huxley himself gives of the problems referred to, is that of a Workman who has to bear hard labour and perhaps privation, while he sees others rolling in wealth, and feeding their Dogs with what would keep his children from starvation. "Would it not be well," it is asked, "to have helped that man to calm the natural promptings of discontent, by showing him, in his youth, the necessary connection of the moral law which prohibits stealing with the stability of society,—by proving to him, once for all, that it is better for his own people, better for himself, better for future generations, that he starve than steal?" I am persuaded that a good Teacher, with Pupils of average capacity and sufficient years, would find a problem like this by no means too hard for them, and that the occasional discussion of such problems is fitted to be extremely beneficial. But whether such questions be often taken up or not, the great point for which I am contending remains unaffected, that the ethical instruction given in a School, be it profound, or otherwise, can best be given,—given most

naturally,—most impressive, and with the greatest likelihood of abiding effect,—in connection with the study, by the pupils, of the works of good English Authors.*

V. Physical Science in the High Schools.

The course of instruction in the English language and literature which I have attempted to sketch, ought, as far as possible, to be associated in the High Schools with lessons in Physical Science. Each of the great parties into which the educational world is divided,—those who demand that education should be Literary, and those who demand that it should be Scientific,—appears to be right in what it contends for, and wrong only in loving and seeking to exalt its own favourite unduly. If Boys and Girls ought not to be dismissed from our most advanced Schools ignorant of their own language and literature, it seems equally obvious that they ought not to be dismissed from our most advanced Schools ignorant of the laws of the world in which their lives are to be spent,—laws, an acquaintance with which may not only contribute materially to their physical welfare, and to that of their families, but may, at the same time, prove a lasting source of rational enjoyment.

I have said that this seems obvious. Yet some very distinguished authorities have taken a different view. Not only is it the case that Science has until lately been almost entirely shut out from the great English Schools, but men of the highest position are not wanting who think that its exclusion is wise and right. The following extracts from Doctor Moberly's evidence before the Commission on Public Schools in England, I copy from a lecture on Education by Mr. Joseph Payne:—

"In a school like this (Winchester), I consider instruction in Physical Science, in the way in which we can give it, to be worthless. A scientific fact is a fact which produces nothing in a Boy's mind. It leads to nothing. It does not germinate. It is a perfectly unfruitful fact. These things give no power whatever."

May I ask your attention to the limitation under which instruction in Physical Science is here pronounced worthless—in the way in which we can give it? I am not only willing to admit, but I feel strongly, that instruction in Science, to be of value, must be given in a certain way; and if it could not be given in a way widely different from that in which it is often given in Schools, different from that in which alone

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* In the Regulations of the Education Department is the following one relating to the Duties of Masters of Schools:—

Each Master is required to "practice such discipline in his School, Class, or Department, as would be exercised by a kind, firm and judicious parent in his family." Masters and Teachers were also directed to "cultivate kindly and affectionate feelings among the pupils; discountenance quarrelling, cruelty to animals, and every approach to vice."

In addition to the foregoing Regulations, I suggested a list of twenty subjects, under the head of "Moral Duties," which might each be taken up, at the pleasure of the Master, as the topic of a pleasant "talk" with his pupils once a week, on Friday afternoons. This would enable the Master in an easy conversational way to inculcate in the minds of his pupils the importance of these moral duties, and the reasons why they should be observed and practised. The twenty subjects which I suggested were appended to the Programme of the Course of Study, and were as follows:—

I. Love and Hatred.
II. Obedience—willing and forced.
III. Truth and Falsehood; Dissimulation.
IV. Selfishness and Self-Denial.
V. Gentleness and Cruelty—in word and action.
VI. Cleanliness and Tidiness.
VII. Loyalty and Love of Country.
VIII. Generosity and Covetousness.
IX. Order and Punctuality.
X. Perseverance.
XI. Patience.
XII. Justice.
XIII. Self-Control.
XIV. Contentment.
XV. Industry and Indolence
XVI. Self-Conceit.
XVII. Destructiveness.
XVIII. Tale-telling—when right and when wrong.
XIX. Forbearance and Sympathy—due to misfortune and deformity.
XX. Tendency of one fault to give rise to another.

These, in addition to the following, prescribed for observance in the Regulations, would give the Master abundant and varied material for the weekly "talks" with his pupils, viz.:

I. Principles of Truth and Honesty.
II. Respect to Superiors.
III. Obedience to persons placed in authority over them.

Doctor Moberly appears to have thought that it could be given in Winchester, I should not be very anxious to vindicate for Science a place in our Programme of High School Studies. To make Pupils commit physical facts to memory from a Book, or (more frightful still) to set them to solve questions mechanically from formulæ, the mode of investigating which they do not know, and whose meaning, perhaps, they have never grasped, may be looked upon by some persons as scientific teaching; but it is not merely useless in an educational point of view; it is positively hurtful. Even supposing the method pursued by a Teacher to be not quite so irrational, yet were he merely to announce physical laws, and to perform an experiment, or two, illustrative of these, his instructions, although I should not call them worthless, would not have very high educational value. I fancy that this is the sort of instruction which Doctor Moberly was contemplating, when he spoke of scientific facts as leading to nothing, not germinating, remaining unfruitful, giving no power. But why should Science not be taught in a different fashion? I am persuaded that although anything like a large, or extended, course of instruction in Science must, for many years to come, be beyond our reach, it is possible for us, even now, to inaugurate a system of scientific lessons that shall secure to the Scholars,—of course in comparative measure,—the most essential advantages to be reaped from a full scientific Curriculum.

Apart from the value of the facts which it communicates, what are the special benefits of scientific instruction, and the conditions necessary in order that these may be realized? In the first place, scientific lessons train to habits of observation; and the condition necessary to secure this advantage is that the phenomena under consideration be made matter of intelligent personal observation by the Pupils. It is not enough to tell children that such and such phenomena exist; they must have the phenomena set before their eyes, and must be stimulated to take note for themselves of their character and relations. In the second place, scientific instruction gives practical familiarity with the universal method of discovering truth. Not merely physical truth, but all truth that is not immediately given to the consciousness, is discovered by induction. It is of immense importance, therefore, that children should be disciplined at as early a period as possible into familiarity with the inductive process; and the condition of such discipline being received in connection with lessons in Physical Science is that the lessons be actual exercises in induction. The Teacher must not lift his Pupils at once into a position where a particular law that he may wish to unfold to them,—the law exhibiting what ancient philosophy used to call the One in the Many,—is discovered. He must make the Pupil climb to the law, through all the requisite steps, by the use of his own eyes and hands. In other words, he must render the Pupil a discoverer, by causing him to go through the entire process, not of observation merely, but of thought likewise, through which the philosopher passed by whom the generalization under consideration was first made.

1. The method then to be followed, in order to secure the advantages of scientific instruction, seems plain. Our Pupils are to philosophize. But they are philosophers at the starting point of investigation. Now, in the actual history of discovery, what does inquiry start from? From some fact that is noticed, and that strikes the mind as strange. Plato tells us that wonder is the affection of a philosopher. Iris (as he more poetically puts it) is the daughter of Thaumas. The first step, therefore, is to stimulate the feeling of wonder in the children. Let the Teacher take a Barometer, for example, and show them how the column of Mercury is sustained, and also how the height at which it stands varies, within narrow limits, from day to day. They will be astonished, and the question will be—What is the cause of this? Or let him show them Roberval's Balance in comparison with an ordinary Lever, and ask them to note how, when equilibrium has been established, the place of application of the power can apparently be shifted, the weight remaining unmoved, without affecting the equilibrium, while in Levers of the ordinary kind the equilibrium would be at once destroyed by moving the power. Such a phenomenon will be felt to be surprising, and again the question will be—What is its cause?

2. The sentiment of philosophic curiosity being awakened, what next? We have seen that it would be a grand mistake for the Teacher to proceed to communicate to his Pupils the information they have been led to crave. They must find out for themselves the truth of which they are in search. A single physical law which they discover is, in an educational point of view, worth a thousand of which they are told. But in what way can a child make discoveries? He must scrutinize with the utmost care the phenomenon of which the explanation is sought. He has already observed it in a loose and general way. He must examine it narrowly, overlooking no circumstance, in the whole multiplicity of facts present in the phenomenon, which can by any possibility form part of the cause. He must notice, for instance, in the case of the Barometer, that the fluid used is Mercury; that it is in a glass Tube of a certain diameter; that one end of the Tube is open and exposed to the air while the other is closed; that at the closed end of the Tube, there is a space from which the air has been excluded, and so on.

3. But suppose the circumstances of a phenomenon to have been fully and accurately observed. Do all of these equally constitute part of the cause of which we are in search? Take, for example, the diameter of the Tube. The child can be made to see whether the effect varies when Tubes of different diameters are employed, and can draw his own conclusion. Is the existence of a vacuum at the closed end of the Tube a material circumstance? Let the child take note of what happens when Mercury is poured into a bent Tube from the closed end of which the air has not been excluded, and draw his own conclusion. Is the exposure of the surface of the Mercury in the open end of the Tube to the influence of the air necessary? Put the Tube under the receiver of an Air-pump and exhaust the Receiver, and make the child draw his own conclusion from the gradual sinking of the Mercury in the Barometer as the successive strokes of the Piston are made. I need not carry these details farther. My aim, of course, is not to exhibit proof for the fact that the barometric column is sustained by atmospheric pressure, but merely to furnish hints of the method which a Teacher should pursue in seeking to bring his pupils to an acquaintance with such laws. In brief, let the pupils be told nothing, but let them be induced and guided to reason out the result for themselves. It is absurd to say that lessons in Science, thus conducted, can be without power, or that they can fail—as Doctor Moberly thinks that the scientific facts which a Boy learns in School are in danger of doing—to germinate. I quite understand that cart-loads of co-called useful knowledge may be shovelled into a Boy's mind without germinating. For why? What has been shovelled into the Boy is not scientifically known. He has been put in possession of generalizations, but he has not generalized. The facts which have been given to him prove unfruitful, because they have grown from no root. They are without power, because without relation to any mental habit. But let Science be taught in the manner that I have described, and what better training for the observing faculties can be imagined? What better means can be pointed out, of imparting to children a practical familiarity with that inductive process, which they are to be employing in every future act in which they may attempt to get hold of any truth that lies out of the sphere of immediate consciousness?

To secure the essential benefits of scientific instruction, as these have been set forth, it is obviously not at all requisite that an extensive scientific Curriculum be gone over. Practical Teachers smile at the mention of the range of subjects in which learned men sometimes think that children can be fully indoctrinated in a year, or two. Mr. Payne, in the Lecture above referred to, gives a Curriculum of Study for Boys and Girls between the ages of seven and fourteen, drawn up by Jeremy Bentham, and including in the two lowest of its five stages the following among other subjects:—Mineralogy, Botany, Zoology, Mechanics, Hydrostatics, Hydraulics, Pneumatics, Acoustics, Optics, Chemistry, Meteorology, Magnetism, Electricity, Galvanism, Archæology, Statistics. Not only are such schemes visionary, but, (what it is of more consequence to remark,) they are, for the fundamental purposes of education, unnecessary. The grand educational advantages of scientific instruction may in comparative measure be secured by

a system of brief lessons on very limited portions of the field of Science, provided that the Pupils be made to go through a process of strict philosophising within the range to which their efforts are directed. My opinion is, that no attempt should be made to teach Physical Science on an extensive scale in our High Schools; that nothing like even a general sketch of any particular Science, should be aimed at; but that the attention of the Pupils should be turned merely to prominent out-standing points in a few of the Sciences, and that their ambition should be to achieve a strictly philosophical conquest of these. For instance, the whole course of instruction in Pneumatics might be, the doctrine of the Barometer, of the Syphon, and of the Force-pump; in Hydrostatics, the principles necessary for the explanation of Bramah's Press, and the laws of Floating bodies; and so on. Thus, in a brief space of time, the Pupil might obtain, not a vague and uncertain glimpse, but a right knowledge, of limited portions of a variety of fields in the domain of Science, and be prepared for prosecuting future researches in any of these field to which the circumstances of his life, or the bent of his genius might incline him.

VI. The Preparation of High School Pupils in the Common Schools.

It is not necessary for me to refer to other Studies that would naturally be pursued in the High Schools—such as History, Mathematics, and French. I have limited myself to the English Language and Literature, and to Physical Science, because these branches are at once the most essential and the most commonly neglected.

The establishment,—either through a development of our Common School System, or through a modification of our Grammar School System, or partly in the one way and partly in the other,—of High Schools in which the English Language and Literature and Physical Science should be taught on the plan described, and in which other branches should receive the attention to which they are entitled, would be one of the greatest services that could be rendered to the Province. It would be an immediate inestimable boon to thousands of families, and would be certain to lead ultimately to great social results. Teachers and School Trustees, to whom I have made known my views, have almost invariably approved of them very warmly; and only two difficulties have been suggested, namely, that the Common Schools are not generally conducted in such a manner as to prepare pupils for entering on the work of the High Schools, and that the instructions given in the Normal School are not such as to qualify the Teachers sent forth from that Institution for taking charge of High Schools.

The former of these objections is not without force. I am sure that you will not misunderstand me, nor fancy that I wish to carp at our Common School System. All competent judges agree that the System is admirable. But, as might be expected in a Country like ours, its working is in many respects unsatisfactory. It appears to be my duty not to throw a veil over the defects of our Common Schools, but to present matters in a true light, in order that steps may be taken to remove as far as possible the evils that exist, and to lay a solid basis for the superstructure of advanced English education, which I think that we should now attempt to raise.

A. *Superior limit of the attainments reached in the best Common Schools.*—No Common School, among those which I have had an opportunity of carefully inspecting, has, on the whole, given me greater satisfaction than the one at Sarnia, of which Mr. Bremner is Principal. A description of the state of things there may serve the purpose, therefore, of marking the superior limit (to use a happy phrase borrowed from Mathematicians by Mr. John S. Mill,) of the attainments reached in the best Common Schools.

One secret of the success of the Common Schools in Sarnia is the system of grading that prevails. There are two primary Ward Schools and a Central School. When the pupils in the Ward Schools have reached a certain point, they are promoted, on examination, to the lowest room in the Central School; and on the same principle promotion

takes place from one Room in the Central School to the Room above until the Pupils at length reach the Room of the Head Master. On the Head Master's Roll, at the date of my visit, there were 39 Pupils, of whom 37, (23 Boys and 14 Girls), were present. The average number on his Roll during the year is about 45. These Pupils are in two divisions, which differ only in this, that the Senior Division receives lessons in British, Canadian and General History, which the Junior does not. A considerable number of the Pupils in Mr. Bremner's Room appeared to be as much as fourteen years of age, some of them above that. Last year he had 18 pupils above sixteen years of age. There was probably not one of the Pupils present on the occasion of my visit, who was not qualified to pass the Entrance Examination for the Grammar School; and, in the great majority of Union Schools, they would undoubtedly have been all herded into the Grammar School. In passing through the two divisions of Mr. Bremner's Room, the Pupils are expected to carry forward their studies in English Grammar, so as to be able to analyze and parse any sentence, whether simple, or complex, that does not present exceptional difficulties. My impression is that this work is to a very considerable extent done truly and well. In the department of the English language and literature, no higher work than this is done in Sarnia; and I suspect that there are few Common Schools in the Province that go beyond this point.

B. *Low state of many of the Common Schools.*—I have indicated what may be regarded as the superior limit of Common School Education in Ontario. Let me next shew you how far beneath this limit multitudes of Schools, not in new and thinly peopled districts, but in large Villages and Towns, are sunk.

1. The School System in Guelph consists of three Primary Schools for young children; a fourth Primary, in connection with a Senior School, for Girls; and a fifth Primary, in connection with a Senior School, for Boys. When I was in Guelph on the 23rd of January, 1868, my time did not permit me to visit the Senior School for Girls; but I inspected the Senior School for Boys. The School Room,—which contains all the space furnished for advanced Common School Education for Boys in Guelph, a Town of 6,000 inhabitants—is about 29 feet by 24. It is provided with seats for 54 Pupils, but the number of seats is too large for the size of the Room. At the date of my visit, Mr. Hutton, the Master of the Senior School, who appeared to be an excellent Teacher, had 56 pupils on his Roll. Of this state of things, what was the result? First, the Room was so crowded that the air became in a few minutes impure. Next, no proper grading of the Schools in the Town can be carried out. The Boys, who ought to be promoted from time to time from the Primary Schools to the Senior School, in many cases can not be promoted, because there is not room for them in the Senior School. Still farther, no large, or even moderately sized, Class has due space for standing at the recitation of lessons. And finally, with respect to the attainments of the Pupils, it is enough to say that scarcely any of the twenty-three Boys, who formed the highest Class, could parse with a fair measure of accuracy the sentence, "John is a very good boy."

2. I paid a brief visit to two of the Common Schools in Cobourg in the early part of February, 1868. The first was described to me as Number 2. On the Roll were 52 Pupils, (47 Boys and 5 Girls), most of them very young. Not more than five of those present were thirteen years of age. There was no Fifth Class. The Master had never had a Fifth Class. Only about ten children were in the Fourth Class. The two most advanced Boys present when I entered the School were called up for examination in English Grammar. Both made an extremely poor appearance. One other Boy, however, who, came upon the scene before I left, and whom the Master joyfully hailed as his crack Scholar, passed a very satisfactory examination. The Master, whom I do not blame in the least, appeared to understand distinctly the *origo mali*. It appears that the Schools in the Town are not graded. In each School, Pupils of all ranks are taught. Moreover, it is alleged that Pupils are constantly passing from School to School. The School-houses are not good. The other School which I visited was described to me as Number 6. On the Roll, 70 Girls. Average attendance about 62. The Teacher, an

intelligent young Lady, never had a Fifth Class. Only one of the Girls present could parse a very simple English sentence with any measure of accuracy. I was informed that these Schools were not below the level of the other Common Schools in Cobourg.

3. On the 4th of February, 1868, I visited the Union School at Bowmanville. The highest division of Boys in the Common School comprised those reading the Fourth and Fifth Books. The Room in which they met was greatly overcrowded. It contained Seats for 58 Pupils. There were 67 on the Roll, so that, in order that each Boy might have a seat, it was necessary that nine should be absent every day. I asked the Teacher, who had only recently been appointed to his office, and who, therefore, was not responsible for the state of the School, to call up about a dozen of his best Boys for examination in English Grammar. He gave them the sentence to parse—"Gold and silver are precious metals." Only one Boy in the class understood distinctly why *are* is plural. This was the only Boy who could parse with anything like accuracy the sentence—"John is a very good boy." The average age of the Pupils examined was probably between thirteen and fourteen.

4. About the middle of September, 1867, I visited the Common School, Number 1, in Belleville, taught by Mr. Macoun, a Gentleman of high intelligence, and unusually accomplished (I believe) in Natural History. He is a superior Teacher, and I think it likely that his School is at least up to the mark of the other Common Schools in the Town. There is no general grading of the Schools in Belleville. The school, Number 1, is attended by Pupils of all sorts, and the whole task of instructing them devolves on Mr. Macoun, with a female Assistant, to whom the younger pupils are assigned. For the month of August, the average attendance in Mr. Macoun's room was 81. The number of names on the Roll for the month was 118. The oldest Pupils present when I visited the School were about thirteen years of age. There were not many so old. Mr. Macoun rarely has Pupils above that age. In Winter, he may occasionally have four or five as high as sixteen; and, in order to be able to give such Pupils the instructions they need, he has frequently been obliged, from the press of work lying on him, to ask them to wait on him for lessons after the regular hours of teaching. As regards educational results, I simply remark that not more than five, or six, of the Pupils present, when I inspected the School, could parse easy sentences, such as, "John is an exceedingly good boy."

C. *Causes of the low Educational State of so many of the Common Schools.*—The miserable state of so many of the Common Schools may be mainly traced to three causes, or, (as they might be called,) orders of causes.

1. The first is the folly, or indifference, of School Trustees, or of the inhabitants of particular School districts. Let no adequate School accommodations be provided; do not grade the Schools; throw upon a single Teacher the responsibility of conducting the education of very large classes of Pupils in all stages of progress; and what consequences can be expected? Look to Cobourg, as compared with Sarnia, for an answer. In Sarnia the School Buildings are excellent, while in Cobourg they are wretched. In Sarnia, the Schools are well graded, while in Cobourg there is not a pretence of grading. In Sarnia, each Teacher has under his care a sufficient number of Pupils who are all nearly in the same stage of their Studies, while in Cobourg each Teacher teaches every thing. It would be nothing short of a miracle, if educational fruits, similar to those which are produced in the one place, were met with in the other. The details of the Common School System have been arranged in Sarnia by men of wisdom, who had the interests of their children and of society at heart. They appear to have been arranged in Cobourg by men who were either out of their senses, or who did not really want the Common Schools to prosper.

2. A second cause of the low state of many of the Common Schools is the defective method of teaching which in several respects prevails. I do not refer to what may be called accidental instances of incapacity on the part of individual Teachers, for such in-

stances would occur under any public system; but I have in view faulty general methods. I will mention two of these.

The first is, a neglect on the Teacher's part to ascertain whether his scholars understand what they read. I have shown you in a previous part of my Report what this ends in,—the dismissal of grown Boys and Girls from the Grammar Schools, and from the most advanced Classes in the Common Schools, unable to read intelligently an ordinary English Author, and, therefore, without the beginnings of a taste for the persual of any works which are not fitted to gratify the appetite for vulgar sensation. Teachers often appear to fancy, that, because English is the language which their pupil's speak, the children cannot fail to comprehend English words of sentences. When I was in Goderich, in the spring of the present year, I visited the Common School, and requested the Second Master to allow me to hear his Pupils read some Lesson which they had recently read with him. He selected a passage. I put to him the question: are the children supposed to understand what they read? He answered: certainly. Well, what was the fact? The passage read was about organic objects; and not one Boy, or Girl in the School knew whether a Tree is organic, or not. Not one knew whether an ox is organic, or not. So strong is the tendency of Teachers to assume that their Pupils do not require to have English words and sentences explained to them, that I have visited Schools where more than ordinary precautions seem to be taken by the Head Masters to guard their subordinates against such a mistake, but where, nevertheless, the mistake is committed. For instance, in Oshawa, the Principal of the Union School informed me that it was an express, and, (I believe), written instruction to the Teachers in the Common School to attend to the matter of which I am speaking: and yet, at my last visit to Oshawa, I found that the matter had not received any thing like sufficient attention.

The second general error, which I wish to notice, is the manner of teaching English Grammar. In a considerable number of Common Schools, the frightful system prevails of requiring children in the junior Classes to learn from a Book by rote answers to questions, such as, what is Grammar? What is Etymology? What is Syntax? And this is their initiation into the study of English Grammar? No wonder that children abhor the name of Grammar. No wonder that they find difficulty,—as I have been told they do,—in learning Grammar. The thing is monstrous. Persons guilty of such teaching ought to be indicted for "cruelty to Animals." Often, when I have seen sweet little Boys and Girls tortured after this fashion, from whose eyes, amidst all the perplexity and distress which their incomprehensible tasks occasioned, the light of natural intelligence beamed, I have asked myself how it was possible that the Teacher could be insensible to the fact that he had rational souled creatures to deal with, and not lesson-learning machines. No lessons in Grammar ought to be given to children, except what they can easily and thoroughly understand; nor should Rules and Definitions be committed to memory, till the truth of which the Rules and Definitions form the expression, has been grasped.

3. The third cause of the low state of many of our Common Schools is the relation of the Common to the Grammar Schools. I have discussed this point so fully in my Report for 1866, that it is not necessary to do more than mention it now. Where Union Schools exist, the machinery of the Union is, in a large number of cases, so managed as to rob the Common Schools of all their higher pupils, and to leave nothing to be done in the Common Schools except the most elementary sort of work. Things are very much the same in some places where the Common and Grammar Schools are not united. In Belleville, for instance, although there is no Union of the Schools, influences are brought into play to drain the Common Schools of all advanced pupils, for the purpose of filling the Grammar School; and I have no doubt that this is one of the circumstances, by which the comparative degradation of the Common Schools in Belleville is to be explained.

VII.—The Normal School.

Taking into account, on the one hand, the low superior limit of the attainments reached in the best Common Schools, and, on the other, the miserable character of the instruction given in many of the Common Schools throughout the Province, two things seem plain:—first, that, without High Schools, to take children up at the point where the Common Schools leave them, our System of Education must continue to be very incomplete; and secondly, that as a preparation for the establishment of High Schools, reforms require to be made in the Common Schools. It only remains for me to refer to the important question of the training of Teachers.

Doctor Sangster, the able Principal of the Normal School, and the Reverend W. H. Davies, the second Master, have kindly made me acquainted with the Course of Instruction, through which their Students pass. My time, however, has not permitted me to obtain more than a very general insight into the training which Teachers receive in the Normal School. In these circumstances, I scarcely feel in a position to offer an opinion regarding the working of that Institution, or to lay before you any specific suggestions as to changes which it might be advisable to make. I suppose there can be no doubt that, if High Schools like those which I have described were established, it would be necessary to modify the work of the Normal School considerably. Teachers, who should have to perform different duties from what have hitherto been expected at their hands, would need a different training from what has hitherto been given. The instructions in English in the Normal School would require to be raised to a far higher level than is now aimed at. Much of the elementary drilling, which Normal School Students at present receive, might be dispensed with. Our Institution for the training of Teachers ought not to be a School for teaching English Grammar. In the same way, I would lighten the ship of such subjects as the bare facts of Geography and History; not rejecting, of course, prelections on the proper method of teaching Geography and History. The English Master in the Normal School might thus be enabled to devote a portion of his time to Lessons in the English Language and Literature of a Superior cast—Lessons, which he would have a pride in giving, and on which the Students would feel it a privilege to wait. Such Lessons would be immensely useful even to those young men and women who might only desire to qualify themselves for becoming Common School Teachers. In the department of Physical Science, it is plain, that if the views which I have expressed in regard to the way in which Science should be taught in the High Schools be just, the object of the prelections in the Normal School should not be to cram the Students with a mass of facts, but to develop in them a philosophic habit of mind, and to make them practically understand how Scientific Classes in Schools ought to be conducted.

VIII. Conclusion.

In closing my Report, I desire to take this opportunity of expressing to the Grammar School Masters throughout the Province, my deep sense of the courtesy with which they have invariably received my Official Visits. An Inspector is apt to be looked upon by Teachers as their natural enemy. He has often to do what they must find to be unpleasant, and may regard as harsh. Yet I have never in a single instance experienced any thing but the most gentlemanly treatment from the Teachers to whom, during the last four years, I have stood in such delicate relations. As a class, the Grammar School Masters of Ontario are men of high intelligence and of earnest purpose, whose opinions on all questions connected with education are entitled to great respect, and whose labours in a difficult and most important field of duty should, (if I may descend to so sublunary a matter,) be rewarded with more liberal Salaries, than Grammar School Masters commonly receive.

I wish also to be allowed to express my very warm gratitude for the uniform kindness and consideration which, during my connection with the Department of Education, I have met with from you as Chief Superintendent. Your generous appreciation of my services has encouraged me in my efforts to discharge my duty to your satisfaction.

Toronto, 24th July, 1868. George Paxton Young.

CHAPTER XIV.

ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS IN ONTARIO, FOR THE YEAR, 1867.

To the Honourable William Pearce Howland, C.B., Lieutenant-Governor of the Province of Ontario.

I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of the Province of Ontario, for the year 1867.

The state of the School System in 1867 is, in every respect in advance of that of 1866. This will be seen by a summary view of the Statistical Tables.

I. Table A.—Receipts and Expenditures of Common School Moneys.

1. The amount apportioned from the Legislative Grant, for the Salaries, of Teachers in 1867, was $172,542,—increase, $3,051.

2. The amount apportioned and paid from the Legislative Grant for Maps, Apparatus, etcetera, (on the condition of an equal sum being provided from local sources), was $14,611,—increase, $594.

3. The Legislative Grant is apportioned to each Municipality, according to population, (but is distributed to each School Section according to the average attendance of Pupils, and the length of time each School is kept open,) upon the condition that such Municipality provide, at least, an equal sum by local Assessment; but each Municipality is empowered to assess, and collect as large an additional sum as it may think proper, for the education of youth within its jurisdiction. The amount of School Fund provided by Municipal Assessment was $351,873,—increase, $32,719; and by a voluntary rate, in excess of the Legislative Grant, $179,331. This, together with the item which follows, exhibits the strength and progress of the real feeling of the Country, in relation to the education of its youth.

4. *Trustees' Rates on Property.*—Each Township is divided by the Municipal Council, into School Sections, of from two to four square miles each. Three Trustees are elected by the Rate-payers, as School Corporations for each Section; the Trustees holding office three years, one Trustee going out of office annually, and his Successor elected. The Trustees of each Section have the same discretionary power as each Township, or County Council, to provide by Rate on property for their School purposes. The amount thus provided for School purposes by Trustees' Rate on property, (in addition to the Municipal Council Assessment of $351,873) was $799,708,—being an increase on Trustees' property Rate of the preceding year of $39,342.

While the aggregate amount of the Municipal School Assessment exhibits the state and progress of public feeling in regard to the general education of the Country, the amount of Trustees' Rates on property illustrates the feeling and efforts of the people in separate School localities for the education of their children. The whole amount of voluntary, local, self-imposed Tax on property for Common School purposes, by Municipal and School Trustees, (including the Legislative School Grant of $172,542,) was, $1,483,182,—increase on the preceding year of $58,717.

5. *Trustees' Rate-bills on Pupils.*—Whether a School shall be wholly supported by a Rate on property, and, therefore, free to all residents from 5 to 21 years of age, without Fee from any Pupil, or whether the Schools shall be partly supported by Fees or Rate-bills, (the law not allowing a Rate-bill, or Fee, for each Pupil, to exceed twenty-five cents per month), is determined by the Rate-payers at each Annual Meeting, or at a special Meeting called for that purpose. In cities, Towns, and Incorporated Villages, the elected Boards of Trustees determine whether the Schools shall be free, or not. A decrease in the amount of Rate-bills, or Fees, indicates an increase of Free Schools. The amount of Trustees' Rate-bills for 1867, was, $51,197,—increase, $2,284.

6. *The Clergy Reserve Fund* is placed by law at the discretionary disposal of the Municipalities, and many of them have nobly applied their share to School purposes. The amount of balances available for Common School purposes from this Fund and other sources not mentioned above, was, $280,401,—decrease, $11,059.

7. Total amount of moneys provided for Common School purposes in 1867, was, $1,670,335,—increase, $62,364; the largest increase except that of the previous year, (which was $62,970), which has taken place in any year since the establishment of the School System.

The Expenditures are:

1. For Salaries of Teachers, $1,093,516,—increase, $26,636.
2. For Maps, Apparatus, Prizes and Libraries, $31,354,—increase, $1,601.
3. For Sites and Buildings of School-houses, $149,195,—increase, $37,823.
4. For Rents and Repairs of School-houses, $50,634,—increase, $8,845.
5. For School-books Stationery, Fuel and other expenses, $148,437,—increase, $11,048.
6. Total expenditure for all Common School purposes, $1,473,182,—increase, $85,955.
7. Balances of school moneys not expended, or paid at the end of the year, $197,146,—decrease, $23,591.

Postscript to Table A.—I have caused a Postscript to be added to Table A. exhibiting the Receipts and Expenditures of the School moneys separately in Counties, Cities, Towns and Incorporated Villages. Any Reader, therefore, who wishes to examine the comparative progress of the financial part of the School System in Counties, Cities, Towns and Incorporated Villages, is referred to the Postcript of Table in the Sessional papers of the House of Assembly.

II. Table B.—School Population, Pupils attending Common Schools, Different Branches of Instruction.

An old Statute requires the returns of School populations to include children between the ages of 5 and 16 years, but the School Law confers the right of attending the Schools upon all persons between 5 and 21 years of age.

1. *School Population,* (including only children between the ages of 5 and 16 years of age,) was 447,726,—increase, 15,914.

2. *The number of Pupils between 5 and 16 years of age attending the Schools was* 380,511,—increase, 10,743. Number of Pupils of other ages attending the Schools was 21,132,—increase, 5.

3. The number of Boys attending the Schools, was 213,019,—increase, 4,430. The number of Girls attending the Schools, was 188,624,—increase, 6,318.

4. Number reported as indigent, was 4,429,—increase, 497.

5. The Table is referred to for the reported periods of attendance of Pupils, and the number in each of the several subjects taught in the Schools, indicating a considerable increase in most of the higher branches.

6. The number of children reported as not attending any School, was 39,515,—decrease 821. It is to be hoped that this ominous item will soon disappear through the

united and persevering exertions of the Christian and patriotic friends of universal education.

There is an apparent discrepancy in some of these returns. For example, the aggregate increase of school population, is reported to be 15,914; the aggregate increase of pupils attending the Schools is reported to be 10,743; yet there is a reported decrease of 821 children not attending any School. The Returns must be defective, in regard to some of these items, or there must be a considerable increase of pupils attending Private Schools, and of whose attendance we have no returns. I am inclined to think the latter is the case.

Postscript to Table B.—As I have caused a postscript to be added to Table A, exhibiting separately the comparative Receipts and Expenditures of School Moneys in Counties, Cities, Towns, and Incorporated Villages, I have caused a similar Postscript to be added to Table B., shewing separately the comparative School Population, and attendance of children at School in these several Municipalities.

III. Table C.—Religious Denominations, Certificates, Annual Salaries of Teachers.

1. *Number of Teachers, Male and Female.*—In the 4,422 Schools reported, 4,890 Teachers have been employed,—increase, 101; of whom 2,849 were Male Teachers,—decrease, 76; and 2,041 were Female Teachers,—increase, 177.

2. *Religious Persuasions of Teachers.*—The Teachers are reported to be of the following Religious Persuasions:— Church of England, 795,—decrease, 49; Roman Catholics, 532,—increase 23; Presbyterians, 1,542,—increase, 56; Methodists, 1,415,—increase, 76; Baptists, 266,—decrease, 6; Congregationalists, 65,—decrease, 22; Lutherans, 24,—increase, 7; Quakers, or Friends, 15,—decrease, 3; Christians and Disciples, 43,—decrease, 6; Reported as Protestants, 73,—decrease, 8; Unitarian decrease, 1; other Persuasions, 29,—decrease, 8; not reported, 71,—increase, 42.

3. *Teachers' Certificates.*—Total number of Certificated, or licensed, Teachers, was 4,739,—increase, 77; Normal School Provincial Certificates, 1st class, 238; 2nd class, 333; County Board Certificates, 1st class, 1,661,—increase, 23; 2nd class, 2,091,—increase, 104; 3rd class, 386,—by far too many, but a decrease of 34; unclassified, 151,—increase, 24; certificates annulled, 19,—decrease, 3; number of Students attending the Normal School without obtaining Certificates, 65,—decrease, 33.

4. Number of Schools in which the Teachers were changed during the year, 781—increase, 12,—a sad evil.

5. Number of Schools having more than one Teacher, 279,—increase, 71; a good sign.

6. *Annual Salaries of Teachers.*—The Salaries of Teachers in the United States are usually paid by the month, under the name of wages, and are paid only during the months that the Schools are kept open whether, five, six, or seven, months. The Teachers there generally, both male and female, (except in Cities and Towns), teach one part of the year, and engage in other employments the rest of the year. This is inconsistent with the adoption of teaching as a profession, or with the progress of the profession. For a young man, or a young woman, to teach three, or four, months of the year, and then the one to labour on a farm, or in a shop, and the other as a sewing-girl, or Housemaid, or Cook, the rest of the year, cannot advance the profession of teaching, or even make it one, as is ably shewn in the reports printed of several of the State Superintendents of Public Instruction.

With us, Teachers are generally employed by the year, and seldom, if ever, engage in any other employment during the years of their teaching. The chief, if not only, exception to this practice is in the case of young persons who teach one part of the year, or a year, or two, to procure means to enable them to go to the Normal School, in order to become better qualified and receive larger emolument in their profession, or to some Classical Institution, or College, in order to prepare themselves for one of the learned

professions. The most serious impediment to the progress and efficiency of school instruction is the inadequate remuneration of Teachers,—tending as it does to prevent many talented young persons from adopting it, and to drive many of the most competent persons from it. Among the worst enemies to the efficiency and progress of Common School education, are those Trustees and Parents whose whole aim is to get what they call a "cheap Teacher," and who seek to haggle down the Teacher's remuneration to as near starvation point as possible. It is, however, gratifying to observe that the number and influence of this class of persons are yearly diminishing in the Country as a whole, although they still exert a blighting influence in some parts of it. I am thankful to be able to note an increase of $26,636 in the aggregate Salaries paid to Teachers during the year 1867,—the whole sum being $1,093,516; upwards of $900,000 of this sum being the proceeds of local Rates. The largest Salary paid to a Teacher in a County was $635; the lowest, $96! But the average salary of male Teachers, as reported, was only $261; of female Teachers, $189. The highest salary paid to a Teacher in a city, was $1,350; the lowest, $225. The average salaries of male Teachers in Cities were $532; of female Teachers, $243. The highest salary paid to a Teacher in a Town was $1,000; the average salaries of male Teachers in Towns were $464; of female Teachers, $240. The highest salary paid a Teacher in an incorporated village was $560; the average Salaries of male Teachers in Villages were $409; of female Teachers, $215.

IV. TABLE D.—SCHOOL SECTIONS, SCHOOLS, SCHOOL-HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, TIME OF KEEPING OPEN THE SCHOOLS.

1. The whole number of School Sections reported for 1867 was 4,496,—increase, 39. The whole number of Schools reported was 4,422,—increase, 43. The number of Schools closed, or not reported, was 74,—decrease, 4.

2. The number of Free Schools reported,—Schools supported entirely by Rate on property, and which may be attended by all residents from 5 to 21 years of age without payment of Fees, was 3,838,—increase, 97. The number of Schools partly free, that is, with a Rate-bill of 25 cents or less, per month, was 584,—decrease, 54.

It may be proper for me to repeat here, what I have remarked elsewhere, that whether the School shall be entirely free, or partly supported by fees, (no Fee, or Rate-bill being permitted by law to exceed 25 cents per month, and may be less), is left to the annual decision of the Rate-payers at their Annual, or special, Meeting in each School Section. In Cities, Towns and Incorporated Villages, the decision is with the Board of Trustees, and with the Rate-payers in the election of the Members of such Boards. Thus, out of 4,422 Schools, reported, 3,838 are entirely free—wholly supported by Rate on property, with no Rate-bills, or Fees required of Pupils. This is the result, not of any Act of Parliament, but of discussions, trials, experience and voluntary action of the Rate-payers in their several school divisions since 1850. Every Person having children between the ages of 5 and 21 years has a right to send his children to School, as long as their conduct accords with the Regulations and Discipline of the School; and every Person is required to contribute to the support of the School according to the assessed value of his property, protected, and improved in the Country, whether he has children, or sends children to the School, or not. The education of the youth of the land being a public good, and igorance being a public evil, the property of the Country is made liable for the education of the youth of the Country, and Taxes for this purpose are much less than those required to defray the expenses incurred by prisons, etcetera, in order to punish crimes which result from ignorance and its attendant vices; apart from the losses inflicted upon a community by the multiplication, idleness, and vices of untaught and degraded persons.

3. *School-Houses.*—The whole number of School-houses reported, was 4,447,—increase, 48; of these 679 are Brick,—increase, 37; 381 Stone,—increase, 9; 1,785 Frame, —increase, 34; 1,581 Log,—decrease, 23; not reported, 21,—decrease, 9.

4. The whole number of School-houses built during the year, was 140,—39 more than had been built during the preceding year. Of these 140 Schools built during the year, 43 were Brick, 10 Stone, 62 Frame, and 25 Log.

5. *Titles of School Sites.*—Freehold, 3,923,—increase, 71; Leased, 366,—decrease, 8; Rented, 107,—decrease, 4; not reported, 51,—decrease, 11.

6. *School Visits.*—By Local Superintendents, 10,905,—increase, 122; by Clergymen, 8,290,—increase, 845; by Municipal Councillors, 1,735,—decrease, 95; by Magistrates, 2,172,—decrease, 178; by Judges and Members of Parliament, 549,—increase, 109; by other persons, 35,315,—increase, 1,775. Total number of School visits, 78,221,—increase, 2,777.

7. *Public School Examinations.*—Whole number of Public School Examinations, 7,565,—decrease, 163; not two for each School. The law requires that there should be a quarterly examination in each School, of which the Teacher should give notice to the Trustees, Parents and Pupils, and to the School Visitors, (Clergymen, Magistrates, etcetera,) resident in the School Section.

8. *School Recitations.*—The number of Schools in which public recitations of prose, or poetry by the Pupils are practised, was 1,994,—decrease, 53, which I very much regret, as it ought to be practised in every School, promoting, as it does, the habits of accurate learning by heart; improvement in reading and speaking, and is an agreeable and often an amusing diversion.

9.—*School Lectures.*—the School Law requires that every Local Superintendent should deliver during the year, at least one Lecture on education, in each of the School Sections, under his oversight. The number of School Lectures delivered by Local Superintendent reported, was 2,799,—218 less than those of the preceding year, and 1,623 less than the number of Schools open. I had the pleasure of remarking in my last Annual Report, that the School Lectures delivered by Local Superintendents, were 130, of an increase on the number delivered by them in the preceding year. In this respect, I regret deeply that, while there is an increase of 43 Schools open, and of 10,748 pupils during the year, there is an actual decrease of 218 School Lectures delivered by Local Superintendents! The Statistical Table shews in what Counties this neglect of duty occurs. It is to be hoped that neglect of duty in this respect is not an index of neglect of duty in other respects. It seems singular, that, while the practice of lecturing on all subjects, is every year becoming more general, there would not be made some attractive Lecture during the year in each School Section. The number of School Lectures delivered by other persons and, therefore, voluntary, was 368,—increase, 28; in contradistinction to a decrease of 218 in the number of lectures delivered by Local Superintendents. The whole number of School Lectures delivered during the year, was 3,167,—decrease, 190.

10. *Time of Keeping the Schools Open.*—I repeat that the legal Holidays and Vacations include only about one month of the year—certainly too small a portion,—less than what nearly every Person in most pursuits of life takes for purposes of recreation, travelling and visiting. A longer Vacation during the hay and wheat harvest is often demanded, and would, I think, be a convenience to most parts of the Country, and no detriment to the Schools, as the attendance at School during that period is generally small and irregular. The average time of keeping open the Schools, including the Holidays and Vacations was eleven months and three days,—very nearly the entire year—about twice the average time the Common Schools are kept open in the State of Pennsylvania and Ohio, and about three months more than the average time they are kept open in the States of New York and Massachusetts.

11. *School Prizes and Merit Cards.*—The number of Schools in which Prizes are reported as having been given for the reward and encouragement of meritorious Pupils, was 1,647,—increase, 106 Schools,—shewing, as in the preceding year a gratifying increase in the number of Schools in which this stimulus to good conduct and diligence is employed by the intelligence and enterprise of Trustees and Teachers.

It requires intelligence and care, as well as impartiality on the part of the Teacher, sustained by the Trustees, to give full and beneficial effect to this system of encouraging diligence and good conduct among pupils, and multiplying entertaining and instructive Books among the most promising youth of the land. Some Teachers, wanting in one or both of these qualities, are not favourable to the distinctions which rewards involve between the Pupils, but wish to preserve the dead uniformity of indifference between the diligent and the idle, the regular and the irregular, the obedient and the disorderly. The common reason assigned is, that "the distribution of prizes excites feelings of dissatisfaction, envy and hatred in the minds of the Pupils who get no prizes." The answer is, that if the distribution of Prizes is decided fairly according to merit, there can be no just ground of dissatisfaction; and facilities are provided to determine the merit of punctuality, of good conduct, of diligence, of proficiency, on a part of each pupil during each term of the year—a fourfold motive to exertion and emulation in every thing that constitutes a good Pupil and a good School. But the indifferent and flagging Teacher does not wish such a pressure to be brought to bear upon his every day teaching and attention to everything essential to an efficient School; nor does he desire the test of a periodical Examination of his Pupils by an examining Committee to be applied to his teaching and management of the School. The objection that the distribution of Prizes to deserving pupils excites the envy and hatred of the undeserving, is a convenient pretext to protect and permit incompetence and indifference on the part of the Teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of Pupils. There is often great dissatisfaction on the part of unsuccessful Candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of Prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; nor does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even although they may sometimes err in their judgment. Nor do the Managers of Agricultural and Horticultural Societies withhold Prizes from the most successful Cultivators of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious of the less diligent and less skilful Farmers and Gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath, (that is, improves what he hath), shall be given, and the neglector shall be sent empty away. Providence does not reverse its orders of administration, because some Persons are discontented and envious at the success of the faithful diligence and skill of others. Nor does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motive of the life that now is, as well as of that which is to come.

I prefer the order of Providence and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary Teachers and the envious murmurings of negligent Pupils and their misguided friends.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I therefore present it again as follows:—

A comprehensive Catalogue of carefully-selected and beautiful Prize Books has been prepared and furnished by the Department to Trustees and Municipalities applying for them; and, besides furnishing the Books at cost price, the Department adds one hundred per cent. to whatever amounts may be provided by Trustees and Municipal Councils to procure these Prize Books for the encouragement of children in their Schools. A series of Merit-cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to Trustees and Teachers at a very small charge,—half the cost,—and these Merit-cards are to be awarded daily, or more generally weekly, to Pupils meriting them. One class of Cards is for punctuality; another

for good conduct; a third for diligence; a fourth for perfect recitations. There are generally three, or four, Prizes under each of these heads; and the Pupil, or Pupils, who get the largest number of Merit-cards under each head, will, at the end of the quarter, or half year, be entitled to the Prize Books awarded. Thus an influence is exerted upon every part of a Pupil's conduct, and during every day of his school career. If he cannot learn as fast as another pupil, he can be as punctual, as diligent, and maintain as good conduct; and to acquire distinction, and an entertaining and beautiful Book, for punctuality, diligence, good conduct, or perfect recitations, or exercises, must be a just ground of satisfaction, not only to the Pupil, but also to his, or her, Parents and friends. There are two peculiarities of this System of Merit Cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the Term, or half year, or year, but on the daily conduct and diligence of each Pupil during the whole period, and that irrespective of what may be done, or not done, by any other Pupil. The ill-feeling by rivalship at a single Examination is avoided, and each Pupil is judged and rewarded according to his merits, as exhibited in his every day school life. The second peculiarity is, that the standard of merit is founded on the Holy Scriptures, as the mottoes on each Card are all taken from the Sacred Volume, and the illustrations on each Card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The Prize-book System, and especially in connection with that of Merit-cards, has a most salutary influence upon the School Discipline, upon both Teachers and Pupils, besides diffusing a large amount of entertaining and useful reading.

V. Table E.—Text Books, Maps, Apparatus, Prayers, Reading of the Scriptures in Schools.

General Remarks.—Uniformity of Text-books in the Public Schools of a Country has long been insisted upon by the most experienced Educationists on both sides of the Atlantic, as of the utmost importance to the efficiency of the Schools and the progress of the Pupils. The question may be considered as so entirely settled by common consent in this Province, that I need not again adduce the arguments and authorities of Educationists in other Countries, as I have done in previous Annual Reports, to evince the importance of but one series of Text-books for our Public Schools, and to show the losses and evils arising from admitting a diversity of Text-books in the Schools. Having succeeded in this vital branch of our work beyond any Country, or State with which I am acquainted, it remained for us to render the Text-books as perfect in matter and method, as good in quality and as moderate in price as possible.

A series of Text-books for a whole Country should not be adopted without much care and consideration; and they should not be changed without manifest necessity, and without giving ample notice to the Publishers of such Books, and to the Trustees and supporters of Schools who have used them, that the change may be attended with the least possible loss and inconvenience to any party.

Such is the course which has been pursued by the Council of Public Instruction, under the sanction of the Government. After long and anxious deliberation, the series of Text-books which had been prepared by the National Board of Education in Ireland were adopted for the Public Schools of Upper Canada, and provision was made for both their importation and republication in this Country. To supply some deficiencies in this series, and to meet local exigencies, the use of certain other Books was allowed in the Schools. After the use of these excellent Text-books for nearly twenty years, objections began to be made to them, that they were "behind the times," and a very strong and general desire was evinced that an improved and strictly Canadian Series of Text-books for the Schools should be prepared. It was felt that the demand could be no longer resisted, without injury to our School System; and during the last year the Council of Public Instruction, had prepared, by able and experienced instructors of youth, a series of Readers founded upon the same principles as the National Readers heretofore used,

but greatly improved and Canadianized, and printed in the best style, and of the best materials. Although the copyright of these Readers has been vested in the Chief Superintendent of Education, subject to the direction of the Council, so as to present the printing of any imperfect and inferior editions of the Books, the printing and sale of the Books are the work of private enterprise. The same course has been adopted in preparing a Companion to the Readers, including exercises in Spelling, also to secure a greatly improved edition of Bullion's English Grammar, including an introduction to it for young pupils. A revised and improved edition of Lovell's Canadian and General Geography, with entirely new maps, has been prepared, also an Elementary Geography. These unrivalled Canadian Geographies are now the sole Geographies authorized to be used in the Schools.

I have much pleasure in adding that a Vocal Music Book for the Schools has been compiled and prepared by Mr. Sefton, Teacher of Vocal Music in the Normal and Model Schools, which has been carefully examined by the Reverend Doctor McCaul, a practised musical composer, as well as profound classical scholar, and has been sanctioned by the Council of Public Instruction. I believe it will be found the best ever introduced into Schools, and in the spirit and words of the songs, as well as music, peculiarly adapted to our Country.

In this gradual and most careful manner, are the series of School Text-Books being rendered as perfect as possible, and reduced in number.

By referring to the Table, it will be seen that the authorized Text books are used in all but a few of the Schools, so that their use may be considered general, and will soon be almost without exception universal. And all the Text books, including the Maps, Globes, etcetera, are of Canadian production, with the exception of one, or two, in History and Goemetry.

While a complete series of Text books are thus provided for the Schools, private enterprise and Canadian Manufacture are developed and encouraged in branches of industry, heretofore, almost unknown in Canada. For example, 25,930 Maps, (increase on the preceding year, 782,) and 1,177 Globes have been furnished to the Schools, as well as other Articles of School Apparatus, as shown by the Table, nearly all of Canadian Manufacture. Besides, 3,925 of the Schools have been provided with Sangster's Canadian National Arithmetic, and 3,598 of them have been provided with Lovell-Hodgins' Canadian Geography; and the National Readers used in 4,316 of the Schools, (nearly all) are of Canadian Manufacture. I think that in the course of another year, or of two years at most, all our Text-books for both the Grammar and Common Schools will be printed, as well as edited in Canada, and wholly adapted to Canadian Schools.

Schools opened and closed with Prayer, and in which the Bible is used:—

The Schools whose daily exercises were opened and closed with Prayer, were 2,993 —increase, 41. The number of Schools in which the Bible, or Testament, was used, was 2,996—increase, 4. No child can be compelled to be present at any Religious Reading, Instruction, or Exercise, against the wish of his Parents or Guardians expressed in writing. The Religious Reading, Instruction and Exercise, are like Religion itself, a voluntary matter with Trustees and Teachers. The Council of Public Instruction provides facilities, even Forms of Prayer, and makes recommendations on the subject, but does not assume the authority of enforcing or compelling compliance with these provisions, or recommendations. In some of the Schools the reading and Prayers are according to the Roman Catholic Church; but those Exercises are generally Protestant. The fact that Religious Exercises of some kind are practised in nearly three-fourths of the Public Schools, indicates the prevalent Religious principles and feelings of the Country on the subject.

VI. Table F.—Roman Catholic Separate Schools.

1. *General Remarks.*—It is proper for me to repeat the facts that the Public Schools of this Province are Non-denominational. Equal protection is secured to the Roman Catholics with every other Religious Persuasion. No child is permitted to be

compelled to receive Religious Instruction, or attend any Religious Exercise, or reading, against the written wish of his Parents, or Guardians.

Three hundred and forty-two Roman Catholic Teachers are employed in the Public, or Non-denominational schools, besides Two hundred and ten in the Roman Catholic Separate Schools; three-fourths, or upwards of forty-five thousand of the sixty odd thousand of the Roman Catholic children, attend the Public Schools. I know of no instances of proselytism, or, during the year, of a single complaint of interference with religious rights, in any of the Public Schools. Yet notwithstanding these facts, the Legislature has made provision for the establishment, under certain conditions, of both Roman Catholic and Protestant Separate Schools for those who desire them; although there are only one, or two, Protestant Separate Schools in the Province. In 1863, the Legislature of United Canada passed a Separate School Act, which was accepted by the authorities of the Roman Catholic Church as a final settlement of the question, as far as it related to Upper Canada; and that Act has been made by the British Parliamentary Act of Confederation, the basis of settling the relations of Protestants and Roman Catholics in Lower Canada, now the Province of Quebec.

2. The number of Roman Catholic Separate Schools is 161,—increase during the last year, 4.

3. *Receipts.*—The amount apportioned and paid from the Legislative Grant to Separate Schools, according to average attendance, as compared with that at the Public Schools in the same Municipality, was $9,529,—decrease, $289. The amount apportioned and paid for the purchase of Maps, Prize-books and Libraries, upon the usual condition of an equal sum being provided from local sources, was $463,—increase, $200. Amount of School-rates from the Supporters of Separate Schools, was $26,781,—increase, $1,672. Amount subscribed by Supporters of Separate Schools, and from Fees and other sources, was $11,853,—increase, $2,005. Total amount received from all sources was $48,628,—increase, $3,588. The preceding year, there was a decrease of $1,180.

4. *Expenditure.*—For the payment of Teachers, $34,830,—increase, $2,084. (There was a decrease under this head in the preceding year of $1,207.) For the purchase of Maps, Prize-books, Apparatus and Libraries, $1,039,—increase, $252. For other purposes, $12,757, increase, $1,251.

5. *Pupils.*—The number of Pupils reported as attending the Separate Schools was 18,924,—increase, 349.

6. The average time of keeping open the Separate Schools, including legal Vacations and Holidays, was eleven months.

7. The whole number of Teachers employed in the Separate Schools was 210,—increase, 3. Of these, 82 were male Teachers—increase, 12; and 128 were females,—decrease, 9.

8. The same table shows the exercises and subjects taught in the Separate Schools, and the number of Pupils in each.

GRAMMAR SCHOOLS.

VII. Table G.—Receipts, Expenditures, Pupils.

1. *General Remarks.*—As 1866 was the first year of the operation of the Grammar School Improvement Act of 1865, I explained in my last Annual Report the provisions of that Act, and the modifications in the Grammar School System which that Act was intended to introduce, while it increased the Grammar School Fund one-third from local Assessments, besides $17,000 per annum, which I had got added to the fund in 1863, and other additions to the Fund which I had been able to effect by investments in previous years. All these additions to the Grammar School Fund are required by law to be paid to Teachers of Grammar Schools, and to be expended for no other purpose whatever.

2. *Pupils.*—Number of Pupils attending the Grammar Schools, 5,696,—increase, 517. Number of pupils resident in the Towns, or Villages where the Grammar Schools are

established, 3,928,—increase, 189. Number of Pupils whose Parents reside out of the Town, or Village of the Grammar School, but within the County, 1,396,—increase, 222. Number of Pupils whose Parents reside out of the County of the Grammar School, 372, —increase, 106. Number of Pupils admitted by the Inspector, 3,504,—increase, 229. Number not yet examined by the Inspector, 1,198,—decrease, 77. Number in subjects of the Classical Course, 5,095. Number reported in the Non-classical, or English, Course, under Section IV. of the Regulations, 145,—decrease, 75; but a considerable number of the Pupils thus reported are not up to the standard required by the Regulation for Non-classical Pupils. Number of pupils admitted during 1867, 2,245,—increase, 256. Number of Pupils who were formerly Common School Boys, admitted free by Scholarships, 171,—increase, 8. The Table shows at whose expense these Scholarships have been established, and what are the Fees paid, and which of the Grammar Schools are free.

VIII. Table H.—Number of Pupils in the Various Branches of Instruction.

This Table shows both the subjects taught and number of Pupils in each. I refer to the Table for minute details in regard to each School. Total in English, 5,639,—increase, 502; in English Grammar, 5,467,—increase, 451; in Spelling and Dictation, 4,896,—increase, 541; in Reading, 4,992,—increase, 516; in Composition, 4,091,—increase, 535. Total in Latin, 5,171,—increase, 727; in Harkness' Latin Book, 1,715; in Arnold's Latin Book, 2,331; in Latin Grammar, 3,666,—increase, 75; in Latin Exercises, Prose Composition, 2,553,—increase, 456; in Prosody, 480,—increase, 31; in Cæsar 748,—increase, 99; in Virgil, 497,—increase, 26; in Livy, 129,—increase, 21; in Ovid, 91,—increase, 29; in Cicero, 205,—increase, 20; in Horace, 212,—increase, 40; in Verse Composition, 121,—decrease, 5; average attendance of Boys for the whole year, 1,879,—increase, 301½. Total in Greek, 802,—increase, 65; in Harkness, 449,—increase, 7; in Greek Grammar, 579,—decrease, 7; in Written Exercises, 434,—increase, 41; in Lucian, 154,—increase, 4; in Anabasis, 210,—increase, 34; in the Iliad, 117,—decrease, 1; in the Odyssey, 51,—increase, 21. Total in French, 2,164,—increase, 190; in French Grammar, 1,905,—increase, 205; in Written Exercises and Composition, 1,748,—increase, 352; in French dictation and conversation, 639, increase, 70; in Voltaire's Charles XII., 563—increase, 70; in Corneille's Horace, 130,—increase, 36. Total in Arithmetic, 5,526,—increase, 449; in Algebra, 2,841,—increase, 338. Total in Euclid, 1,847,—increase, 120; in first and several Books of Euclid, 1,144,—increase, 131; in third and fourth Books of Euclid, 703, —decrease, 11; Plane Trigonometry, 141,—increase, 40; in Logarithms, 485,—increase, 152; in Mensuration and Surveying, 463,—increase, 40. Total in Geography, 5,264,—increase, 425; in Ancient Geography, 1,265,—increase, 152; in Modern Geography, 4,930, —increase, 351; in Canadian Geography, 3,531,—increase, 713. Total in History, 4,634, —increase, 475; in Greek and Roman History and Antiquities, 1,345,—increase, 253, in other Ancient Histories, 668,—increase, 53; in British History, 3,820,—increase, 414; in British American History, 1,767,—increase, 373. Total in Physical Science, 1,876,—decrease, 58; in the Elements of Natural History, 677,—decrease, 24; in the Elements of Natural Philosophy and Geology, 1,545,—increase, 12; in the Elements of Physiology and Chemistry, 840,—increase, 227; in Christian Morals, 1,034,—increase, 47. Total in Writing, 4,822,—increase, 318; in Drawing, 676,—decrease, 109; in Vocal Music, 387, —decrease, 298; in Telegraphy, 37; in Gymnastics, 705,—increase, 225; in Military Drill, 893,—increase, 39; in Elements of Civil Government, 137,—increase, 81. In Book-keeping and Commercial Transactions, 1,285,—increase, 59.

IX. Table I.—Grammar School Masters, Miscellaneous Information.

This Table contains the names, Colleges Degree, or Certificate, Salary of the Head Master, and date of his appointment; the number of Teachers employed in each School, kind of School-house, title and value of school property; the number of Schools in which the Bible is read, and the daily exercises of which are opened and closed with Prayer;

the number of Schools united with Common Schools; number of months each School is kept open; number of Schools furnished with Maps, Globes, Blackboards, and complete sets of Apparatus; estimated value of Library-books, Apparatus and Furniture; number of Schools in which Gymnastics and Military Drill are practised; number of Pupils who have obtained Prizes at Examinations during the year, or who have been matriculated into some University, and what University, and with what Honours, or who have been admitted into the Law Society. I refer to the Table for such information as any one may desire on all these subjects in regard to each Grammar School in the Province.

X. Table K.—Meteorological Observations.

In my Report for 1866, the System upon which the Meteorological Stations have been established under the provisions of the Grammar School Law was explained. During the year 1867 a very valuable addition has been made to the records of observations, already accumulated at the office. The ten Stations authorized by the Council of Public Instruction, as provided by the Act, have been actively worked by the following Observers: at Barrie, by the Reverend W. F. Checkley, B.A.; at Belleville, by Mr. A. Burdon; at Cornwall, by Mr. W. Taylor Briggs, B.A.; at Goderich, by Mr. John Haldan, Jr.; at Hamilton, by Mr. A. Macallum, M.A.; at Pembroke, by Mr. A. McClatchie, B.A.; at Peterborough, by Mr. Ivan O'Beirne,; at Simcoe, by Reverend J. G. Mulholland, M.A.; at Stratford, by Mr. C. J. Macgregor, M.A.; at Windsor, by Mr. A. McSween, M.A. A transcript of the daily records of each Station has been regularly sent once a month to the Education Office by the Observer, and after undergoing a thorough examination in order that any anomalies may be rectified, the monthly results are published in the *Journal of Education*, every precaution being used to ensure the greatest accuracy, without which, of course, such a record would be valueless. The series thus published is complete for each Station for every month in the year, with the exception of the January report for Cornwall; the Observer not having commenced his duties till the 7th of January, which rendered it impossible to give that month's results from the Station. The Observers have performed their somewhat irksome duties with the greatest regularity, there being scarcely an instance of omission of one of the three daily Observations at the hours of 7 a.m., and 1 and 9 p.m. The Observers have frequently been able to enlist the services of some intelligent Pupil to assist them in the work, while useful instruction has thus been imparted.

The monthly results having been already published in figures in tabular form in the *Journal of Education*, it has not been thought best to reprint them in the same form, as was done in Table K last year. A summary of the Annual Results is, however, subjoined, and in Table K, instead of the monthly results, a record will be found of every observation of the Thermometer and Barometer during the year at five Stations at suitable distances, vedelicet: Cornwall, Pembroke, Peterborough, Stratford and Windsor. These have not been selected, because the observations were more accurately taken than at the other Stations, but, because the publication of the records of the entire ten in this form might have appeared too voluminous and expensive. In presenting these results, the method of synchronous curves has been adopted, exhibiting to the eye on the same sheet, the relative temperature and barometric pressure at each of the Stations, at each hour of observation. The curves of monthly mean barometric pressure, temperatures, tension of vapour, and humidity, are similarly shown. The maximum and minimum temperature of the day is shown in figures. A series of these records taken in connection with the monthly results published in the *Journal of Education*, will furnish very full data for the examination of the climatology of the Province, and be of the utmost value to those who are labouring in this branch of Natural Science in other parts of the world.

Our Stations are still deficient in Anemometers for ascertaining the velocity of the wind, and the Observers are therefore obliged to estimate its force. With this exception, for which it is hoped a remedy will be found, our Meteorological System is work-

ing admirably, and I doubt if anywhere so valuable a collection of facts is systematically made at so little public expense. It of course adds very considerably to the work of the Office,—this additional work being performed with great care and ability by Mr. A. Marling, Chief Clerk and Accountant in the Department.

XI. Table L.—Normal and Model Schools.

The Normal and Model Schools were not designed to educate young persons, but to train teachers, both theoretically and practically, for conducting Schools throughout the Province, in Cities and Towns as well as Townships. They are not constituted, as are most of the Normal Schools in both Europe and America, to impart the preliminary education requisite for teaching. That preparatory education is supposed to have been attained in the ordinary Public, or Private Schools. The Entrance Examination to the Normal School requires this. The object of the Normal and Model Schools is, therefore, to do for the Teacher what an apprenticeship does for the Mechanic, the Artist, the Physician, the Lawyer—to teach him theoretically and practically, how to do the work of his profession. No inducements are held out to any one to apply for admission to the Normal School, except that of qualifying himself, or herself, for the profession of teaching; nor are any admitted except those, who in writing declare their intention to pursue the profession of teaching, and that their object in coming to the Normal School is to better qualify themselves for that profession,—a declaration similar to that which is required for admission to Normal Schools in other Countries. Nor is any Canadidate admitted without passing an Entrance Examination in writing, equal to what is required for an ordinary Second-class Certificate by a County Board. The majority of Canadidates are those who have been Teachers and who possess County Board Certificates of Qualification,—many of them First-class Certificates. The Table shows that of 5,134 Candidates admitted to the Normal School in twenty years, 2,596 of them had been Teachers.

No argumentation is any longer required to justify the establishment and operations of Normal Schools. The experience and practice of all educating Countries have established their necessity and importance. The wonder now is that while no one thinks of being a Printer, or Painter, or Shoemaker, etcetera, without first learning the Trade, persons have undertaken the most difficult and important of all Trades, or Professions, —that which develops mind and forms character,—without any preparation for it. The demand for Teachers trained in the Normal and Model Schools, and their success, is the best proof of the high appreciation of the value of their services by the Country. Of course, no amount of culture can supply the want of natural good sense and abilities; but training and culture double the power of natural endowments, and often give to them all their efficiency.

The Model Schools, (one for Boys and the other for Girls, each limited to 150 pupils, each pupil paying one dollar a month, while the Common Schools of the City are free), are appendages to the Normal School, and are each under the immediate charge of three Teachers who have been trained in the Normal School, and overseen and inspected by the Masters of the Normal School. The Teachers-in-training in the Normal School, divided into classes, spend some time each week in the Model Schools, where they first observe how a Model School for teaching Common School subjects is organized and managed; how the Pupils are classified, and how the several subjects are taught; and they at length teach themselves, as Assistants, under the observation and instruction of the regularly trained Teachers of the School, who also make notes and report from day to day the attention, aptitude, power of explaining, governing, commanding attention, etcetera. The Head Master of the Normal School includes in his instructions a series of Lectures on School Government, Teaching, etcetera; and the Deputy Superintendent of Education delivers a short Course of Lectures to the Normal School Students on the School Law and Regulations, and their duties and modes of proceeding respecting them.

Table L contains three abstracts, the first of which gives the gross number of applications, attendance of Pupils, Certificates, and other particulars respecting them, dur-

ing the twenty years existence of the Normal School; the second abstract gives the Counties whence the Students have come; and the third gives the Religious Persuasions of the Students.

XII. Table M.—Other Educational Institutions.

As the Common and Grammar Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must be considered in order to form a correct idea of the state and progress of education in the Country. Table M. contains an abstract of the information collected respecting these Institutions. As the information is obtained and given voluntary, it cannot be considered perfect, but only an approximation to accuracy, and of course below the real facts. According to the information obtained, there are sixteen Colleges, (many of them University Colleges), containing 1,930 Students, aided by the Legislature to the amount of $159,000, and receiving Fees to the amount of $53,000. There are 298 Private Academies and Schools, containing 6,462 Pupils, and receiving Fees to the amount of $78,482. Total number of Colleges, Private Academies and Schools, 314,—increase, 14. Total number of Students and Pupils in them, 8,393,—increase, 281.

XIII. Table N.—Free Public Libraries and Prize Books.

1. These Libraries are managed by the local Municipal Councils and School Trustees, under Regulations prepared according to law by the Council of Public Instruction. The Books are procured by the Education Department from Publishers both in Europe and America, at as low prices as possible; and a carefully prepared classified Catalogue of about four thousand Works, (which, after examination, have been approved by the Council of Public Instruction,) is printed and sent to the Trustees of each School Section, and the Council of each Municipality. From this select and comprehensive Catalogue the Local Municipal and School Authorities, desirous of establishing, or increasing a Library, select such Books as they think proper, or request the Department to select for them, and receive from the Department not only the Books at cost prices, but an Apportionment in Books of one hundred per cent. upon the amount which they provide for the purchase of such Books. None of these Books are disposed of to any private parties, except to Teachers and Local Superintendents for their professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of stock, and to add to the Catalogue yearly, new and useful Works which are constantly issuing from the press.

2. In my last Annual Report, I inserted a "Free Public School Library Map of Ontario," showing by red colouring and red dots the Municipalities and School Sections, in which Libraries had been established, and supplied from the Ontario Educational Depository. The extension of this branch of the System is very gradual, and I do not think it best to urge the establishment of Libraries, but let them in each case be largely the spontaneous expression of the felt wants of the people, and the Books will be more highly valued and more extensively used. The amount expended for free Libraries during the year 1867,—the one half appropriated from the Legislative Grant, the other half provided from local sources,—was $3,404. The amount thus provided and expended for Libraries in former years, was $119,649. The whole amount expended for Libraries, was $123,053,—increase during the year, 1867, $3,404.

3. The number of Volumes for libraries sent out during the year, was 5,426. The number sent out in former years, was 219,221. The whole number of Volumes in the Free Public Libraries, is 224,647. These Volumes are on the following subjects; History, 39,074; Zoology and Physiology, 14,631; Botany, 2,693; Phenomena, 5,858; Physical Science, 4,566; Geology, 1,963; Natural Philosophy and Manufacture, 12,603; Chemistry, 1,482; Agricultural Chemistry, 775; Practical Agriculture, 9,139; Literature, 21, 852; Voyages, 18,311; Biography, 25,749; Tales and Sketches of Practical Life, 63,163; Teachers' Library, 2,788. Total, 224,647, not including Prize Books, or 8,722 Volumes sent out to Mechanics' Institutes.

4. *Prize Books.*—In this recent and important branch of instruction, designed to encourage emulation, reward meritorious Pupils, and diffuse useful knowledge, 64,103 Prize Books were sent out during the year 1867, making a total of 333,422 Prize Books sent out to Schools; Total number of Library and Prize Books sent out, 558,069. Every one of the 333,422 Prize Books sent out, has been a direct reward and encouragement to Pupils for good conduct and proficiency, as well as the best means of creating a taste for reading and diffusing useful knowledge. The contribution of upwards of half a million of selected Volumes of reading, in connection with the operations of the Schools cannot fail to advance the intelligence of the Country.

XIV. Table O.—Maps, Apparatus, and Prize Books Supplied by the Department.

The amount expended in supplying Maps, Apparatus and Prize books for the Schools —one half provided from local sources,—was $28,270,—increase, 1,156. Catalogues are gratuitously furnished to the Municipal and School Authorities; but in every case the articles are furnished on the voluntary application of the local authorities, who provide and transmit one-half of the amount required for the purchase of the Maps, Globes, Apparatus and Prize-books. The following Maps, etcetera, were sent out to the Schools during the year:—Maps of the World, 172,—increase, 25; of Europe, 250,—increase, 43; of Asia, 107,—increase, 15; of Africa, 198,—increase, 27; of America, 199,—increase, 13; (a large Map) of British North America, 240,—increase, 11; of Great Britain and Ireland, 198,—decrease, 19; of Single Hemispheres, 146,—increase, 13; of Classical and Scriptural, 203,—decrease, 11; other Charts and Maps, 199,—decrease, 188; Globes, 119, —increase, 10; Sets of Apparatus, 63,—decrease, 5; other School Apparatus, 332,—decrease, 164; Historical and other Lesson Sheets, 7,022,—decrease, 897; number of Volume of Prize-books, 64,103,—increase, 5,232.

I here repeat the explanations which I have heretofore given of this branch of the Department.

"The Maps, Globes, and various articles of School Apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum, or sums, are provided from local sources, are nearly all manufactured in Canada, and are better executed, and at lower prices, than imported articles of the same kind. The Globes and Maps manufactured, (even in the material,) in Canada, contain the latest discoveries of Voyagers and Travellers, and are executed in the best manner, as are Tellurians, Mechanical, Powers, Numeral Frames, Geometrical Forms, etcetera. All this has been done by employing competitive private skill and enterprise. The Department has furnished the Manufacturers with the Copies and Models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School Authorities. In this way new domestic manufactures are introduced, and mechanical and artistical skill and enterprise are encouraged, and many aids to School and domestic instruction, heretofore unknown among us, or only attainable in particular cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal authorities all over the Country. It is also worthy of remark, that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the Cost of the article and Books procured, so that it does not cost either the Public Revenue, or School Fund a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum, or sums, for the purchase of Books, Maps, Globes, and various articles of School Apparatus. I know of no other instance, in either the United States, or in Europe, of a branch of a Public Department of this kind, conferring so great a benefit upon the Public, and without adding to the public expense."

The following is a summary tabular statement of what has been done in this branch of the Department during the thirteen years of its operation, to provide for the wants and promote the efficiency of the Schools:—

Summary of the Operations of the Educational Depository, 1855-1867.*

Dates.	Moneys.			Maps of										Apparatus.			Object Lessons.	Prizes.
	Local contributions.	Legislative Apportionment.	Total.	World.	Europe.	Asia.	Africa.	America.	B. N. America and Canada.	Great Britain and Ireland.	Single Hemispheres.	Classical and Scriptural.	Other Maps and Charts.	Globes.	Sets of Apparatus	Other School App. (pieces)	Historical and other lessons (in sheets).	Number of Volumes.
	$ cts.	$ cts.	$ cts.															
Total for 1855	2,327 76½	2,327 76½	4,655 53	135	142	108	94	106	116	95	.....	41	467	48	....	546	7,690	.....
Total for 1856	4,660 43½	4,660 43½	9,320 87	136	266	201	185	222	277	196	267	78	192	103	....	1,540	13,300	.....
Total for 1857	9,059 14	9,059 14	18,118 28	245	437	353	316	375	421	515	405	330	886	261	....	2,724	25,831	2,557
Total for 1858	5,905 14	5,905 14	11,810 28	131	227	203	177	201	234	260	159	143	466	139	....	2,024	12,350	8,045
Total for 1859	5,952 51	5,952 51	11,905 02	204	261	224	189	252	223	263	132	173	284	135	....	1,164	9,418	12,089
Total for 1860	8,416 08½	8,416 08½	16,332 17	218	324	260	259	280	296	401	219	167	339	188	....	1,946	12,746	20,194
Total for 1861	8,125 57	8,125 57	16,251 14	156	283	228	214	244	201	357	159	192	349	169	....	1,339	9,268	26,931
Total for 1862	8,096 89	8,096 89	16,193 78	154	215	195	174	190	180	245	138	163	317	135	....	200	8,555	29,760
Total for 1863	7,945 03	7,945 03	15,890 06	109	172	124	117	140	177	138	109	133	206	106	36	166	4,974	32,890
Total for 1864	8,630 14	8,630 14	17,260 28	157	224	187	181	193	234	183	134	239	366	103	46	323	10,206	33,381
Total for 1865	10,111 40	10,111 40	20,222 80	105	164	140	131	149	153	145	107	163	271	65	43	179	9,019	44,601
Total for 1866	13,556 76	13,556 76	27,113,52	147	207	182	171	186	229	217	133	214	387	109	68	496	8,019	58,871
Total for 1867	14,135 10	14,135 10	28,270 20	172	250	197	198	199	240	198	146	203	199	119	63	332	7,122	64,103
Grand Total for thirteen years	$106,921 96½	$106,921 96½	$213,843 93	2,069	3,172	2,602	2,406	2,738	2,985	3,213	2,108	2,239	4,729	1,680	256	12,979	138,498	333,422

*Exclusive of Library Books, and of articles sold without the Legislative Apportionment.

XV. TABLE P.—THE SUPERANNUATED OR WORN-OUT TEACHERS OF COMMON SCHOOLS.

1. This Table shows the age and service of each Pensioner, and the amount which he receives. The system, according to which aid is given to worn-out Common School Teachers, is as follows:—In 1853, the Legislature appropriated $2,000, which it afterwards increased to $4,000 per annum, in aid of Superannuated, or worn-out Common School Teachers. The allowance cannot exceed $6 annually for each year the Recipient has taught school in Ontario. Each recipient must pay a subscription to the Fund of $4 for the current year, and $5 for each year since 1854, if he has not paid his $4 any year; nor can any Teacher share in the Fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854, (when the System was established,) if he began to teach before that time. When Teacher omits his annual subscription, he must pay at the rate of $5 for that year, in order to be entitled to share in the Fund when worn out. When the Fund is not sufficient, (as it never has been since the first year of its administration,) to pay each Pensioner the full amount permitted by law, it is then divided among the Claimants according to the number of years each one has taught. To secure equality, each claimant is paid in full the first year, less the amount of his subscriptions required by law to be paid.

2. It appears from the Table that 238 Teachers have been admitted to receive aid, of whom 91 have died, were not heard from, and resumed teaching, or withdrew from the Fund before and during 1867, the amount of their subscription having been returned to them.

3. The average age of each Pensioner in 1867 was 69½ years; the average length of time of service in Ontario was 21¾ years. No time is allowed to Applicants except that which has been spent in teaching a Common School in Ontario; although their having taught school many years in England, Ireland, Scotland, or any of the British Provinces, has induced the Council, in some instances, to admit applicants to the list of worn-out Common School Teachers after teaching only a few years in this Province, —which would not have been done had the Canadidate taught, altogether, only a few years of his life.

4. My Reports in former years contained the names of the parties on whose testimony the application in regard to each case was granted, together with the County of each Pensioner's residence. That part of the Table has been omitted in my last and present Report to save the expense of printing, although the record is preserved in the Department for reference, if occasion require.

XVI. TABLE Q.—DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT, TOGETHER WITH THE SUMS PROVIDED FROM LOCAL SOURCES AS AN EQUIVALENT, AND OTHER MONEYS PROVIDED BY MUNICIPALITIES AND SCHOOL TRUSTEES.

The object of this Table is twofold,—first, to present a complete view of all the Moneys which have been received and expended, and from what sources derived, in connection with the Normal, Model, Grammar and Common Schools of Ontario: and, secondly, to show that these Moneys have not been expended in any favoured localities, but have been impartially distributed in all Counties, Cities, Towns and Villages throughout the Province according to population and local co-operation. The people provided and expended in 1867, for Grammar and Common School purposes, irrespective of Colleges, Academies, and Private schools, $1,833,011,—increase, $73,368.

XVII. TABLE R.—EDUCATIONAL SUMMARY FOR 1867.

This Table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of Students and Pupils attending them, and the amount expended in their support. The whole number of these Institutions in 1867 was 4,855,—increase, 55. The whole number of Students

and Pupils attending them, 416,812,—increase, 11,545. The whole amount expended for educational purposes during the year was $1,920,023. Unexpended balances, $207,-545. Total amount available for educational purposes during 1867 was $2,127,568,—increase, $77,443.

XVIII. Table S.—General Statistical Abstract of the Progress of Education in Ontario, from 1842 to 1867 Inclusive.

It is only by comparing the number and character of Educational Institutions at different periods, the number of Pupils attending them, and the sums provided and expended in their support, that we can form a correct idea of the educational progress of a Country. The statistics for such comparisons should be constantly kept before the public mind to prevent erroneous and injurious impressions, and to animate to efforts for further and higher advancement.

There is no question that great improvements have been made in all our Institutions of Education, in regard to both the subjects and methods of teaching, as well as in accommodations and facilities of instruction. Equal, if not greater, progress has been made in the number of our Educational Institutions, in the attendance upon them, in the provision for their support. By reference to the brief but important Table S, the Reader can ascertain the progress of education in any year, or series of years, since 1841, as far as returns could be obtained. Take, as illustrations, a few items for the last fifteen years. In 1853, the school population between the ages of 5 and 16 years was 268,957; in 1867, it was 447,726. In 1853, the number of Common Schools was 3,093; in 1867, their number was 4,261. In 1853, the number of Pupils attending the Common Schools was 194,736; in 1867, their number was 382,719. In 1853, the amount provided for Common School purposes was $617,836; the amount provided for these purposes in 1867 was $1,473,188. In 1853, the number of Free Schools was 1,052; in 1867, their number was 3,838. The Table furnishes materials for various other comparisons equally striking; and if twenty, instead of fifteen years, be taken as the period of comparison, the results will appear still more remarkable and encouraging to every friend of Canadian progress.

XIX.—The Educational Museum.

Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct means of forming the taste and character of the people.

It consists of a collection of School Apparatus for Common and Grammar Schools, of Models of Agricultural and other Implements, of Specimens of the Natural History of the Country, Casts of antique and modern Statues and Busts, etcetera, selected from the principal Museums in Europe, including the Busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Paint-

ing. These Objects of Art art labelled for the information of those who are not familiar with the originals, but a Descriptive Historical Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that "the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desired, even in England, that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the works of Raffaelle and other great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Ontario Educational Grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature by the means of Models, Objects and Publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art and Design connected with it is imparting instruction to hundreds, in Drawing, Painting, Modelling, etcetera.

A large portion of the contents of our Museum has been procured with a view to the School of Art and Design, which has not yet been established, although the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly increased during the year, although considerable before; many have repeated their visits again and again; and, I believe, the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

During the year, I felt that the arrangements for obtaining supplies of prize and library books should be revised and extended, and that further additions should be made to the Educational Museum. This could only be done by personal selections and communications with the parties concerned. For these purposes, I requested Mr. Hodgins, Deputy Superintendent, (who has had for years almost the entire charge of these branches of the Department) to proceed to England and to the Exhibition at Paris. A list of the interesting and instructive selections which he has made, will be found (in Chapter I of this Volume), but the Report of his proceedings, I append in Chapter II. illustrating, as it does, his vigilance and efficiency in whatever he undertakes, as well as the value of his labours on this occasion.

XX.—Extracts from Reports of Local Superintendents of Common Schools.

In most School Reports, both in Great Britain and the neighbouring States, a large space is devoted to extracts from Local Reports, as illustrating the practical working of the School System, the inner and practical life of the people in their social relations and development,—intelligent and noble struggles of some new Settlements to educate their children, and the shameful negligence of some old Settlements in regard to the education of their children.

Character of these Reports.—In the Appendix to this Report, I have given extracts from the Reports of Local Superintendents of Townships, Cities, Towns, and Incorporated Villages. These extracts of Reports, impartially given, are few in comparison with the five hundred Municipalities of this Province. Very many of the local statistical Reports are unaccompanied by any remarks,—indicating probably the absence of anything very gratifying to remark upon. But the extracts given will, among other things above noticed, establish the following facts:—

1. *Apathy and Selfishness a cause of Backwardness.*—That the inefficient and stationary condition of the Schools in many places does not arise from any complained of defects in the School law, or System, but in most instances from the apathy and misguided selfishness of the parties concerned,—in a few instances from the newness and poverty of the Settlements.

2. *Spirit and Enterprise of Old and New Townships contrasted.*—That, on the contrary, the gratifying advancement of the Schools in other places does not depend upon the age or wealth of the Settlement, but upon the spirit of the people. Some of the oldest Settlements of the Province in the River and Lake Townships of the County of Welland, and on the River St. Lawrence, are far behind the greater part of the newer Townships.

3. *Eastern and Western parts of Ontario compared.*—That, as a general rule, the Eastern Section of Ontario, East of Kingston—the County of Lanark excepted—are far less advanced, and far less progressive, than the Western part of the Province, except some old Townships on the Rivers Niagara and Detroit, and on Lake Erie. This will be strikingly seen on reference to the Library Map published in my Report for last year.

4. *Best Teachers the Cheapest.*—That as the best made Shoes, and Waggons, and Fences, and Farm-tools are the most serviceable and cheapest in the long run, so that the best Teachers, and School-houses and Furniture, are by far the cheapest, as well as the most profitable for all parties, and all the interests of education and knowledge.

5. *Evils of the "Cheap" Teachers.*—That the most serious obstacles to the proper education of Children in many parts of the Country are bad School-house accommodation, and the employment of incompetent and miscalled "cheap Teachers;" the only remedy for which is requiring proper School-house accommodation, doing away with the lowest class Teachers, and prescribing a minimum Teacher's salary which will secure the employment and continuance in the profession of competent Teachers. This is what the Country, as a whole, owes to itself, as well as to the helpless and injured youthful members of it.

6. *Faithfulness of County Boards.*—That immense advantages have resulted from the faithfulness with which the County Boards of Public Instruction have generally discharged their duties in the examination and licensing of Teachers; but it is manifest that there is great need of simplifying their constitution and duties, and of the greater efficiency of the office of Local Superintendent, as well as to prevent the well qualified Teachers whom they license from being deprived of, or driven from employment by the meanness and folly of Trustees who employ cheap and incompetent Teachers.

7. *Free Schools Universally Popular.*—That opinions and practice have become so general in favour of Free Schools, that it is time now to settle the question by Legislative enactment, as well as to provide for the application of the Free School principle, in regard to the universal instruction of children. No child should be deprived of what the whole community is taxed to provide for it.

8.—*Competitive Examinations and Prizes.*—That competitive Examinations of Schools, and the distribution of Prizes to reward and encourage punctuality, good conduct, diligence and perfect recitations of pupils, form a powerful element for improving the Schools, and animating Teachers and Pupils to exertion. In all the local Reports, there is but one dissentient voice on this subject, and that comes from the Local Superintendent of the Townships of Anglesea and Kalandar, and the purport of that dissentient voice is, that the unsuccessful will be envious of the successful! A principle according to which punctual, well conducted, diligent and successful men in life ought not to be rewarded by any respect, or notice, or increase of wealth, over the negligent, and lazy and worthless, lest the latter should envy and hate the former. The Scripture of such doctrine would be to "to him that hath (improves what he has) shall not be given, and he shall not have abundance." It is pleasant to observe, that there is but one Local Superintendent in all Ontario that advocates such a doctrine.

9. *Miscellaneous.*—These extracts from local Reports suggest many other topics, and lessons worthy of the serious consideration of every friend of universal education and knowledge. To facilitate references, I have prefixed topical headings to most of the extracts.

XXI.—Remarks on the Grammra School System; Attendance of Girls with Boys in the Grammar Schools; Reports of the Inspector of Grammar Schools.

1. In a former part of this Report, I have referred to the statistics of Grammar Schools, and made a few remarks on their condition. I think the time has arrived, and I am now furnished with materials to discuss the question more fully than I have hitherto done in any of my Annual Reports.

2. *Historical References: Defects in the Law.*—It is known that although the System of Grammar Schools was perhaps the best the circumstances of the Country permitted when it was established, more than sixty years ago, (in 1807,) nine years before any provision was made for Common Schools, it has never been efficient, or satisfactory. In 1853, a step in advance was taken by the consolidation and amendment of previous Grammar School Acts, to improve the System and adapt it to our present system of Municipal Government. But the Act of 1853, lacked the essential element of providing for the support of Grammar Schools equally with the Common Schools, and upon the same principle. There was also wanting the further essential element of unity and sympathy in the management and interest of the Grammar and Common Schools. They were still under different Boards of management; their interests often clashed; they were practically rivals in the same work, instead of the one being regarded as, and being in reality, a supplement to the other.

3. *Improvements under the Law of* 1853.—To prevent this collision, to provide better for supporting the Grammar Schools, and to identify them more in management and System with the Common Schools, provision was made in the Law of 1853 for uniting the Boards of Trustees, providing at the same time for the fulfilment of the functions of each class of Schools. As the Grammar Schools had been under no Inspection, provision was made for that purpose, and a Programme of Studies was prescribed for the one class of Schools as had been for the other.

4. *Inefficiency of the Grammar Schools Revealed—Their undue Multiplication.*—The inspection of the Grammar Schools soon brought to light their utter inefficiency, and the various contrivances devised and employed to get an undue share of the Fund to establish and keep in existence merely nominal, and, in some instances, really needless Grammar Schools. And when Parliament was induced to increase the Grammar School Fund nearly $20,000 per annum, the County Councils were prevailed upon by local influences, to increase the number of Grammar Schools more in proportion than the increase of the Fund.

5. *Legislation—Act of* 1865.—At length Parliament passed the Grammar School Act of 1865, by the provisions of which the undue multiplication of Grammar Schools was prevented, the duties of Grammar Schools defined, and an amount of local support required, (irrespective of Fees) for the Salaries of Teachers, equal at least, to half the amount of the Apportionment from the Grammar School Fund. The Apportionment of the Fund was to be made on the basis of the average attendance of Pupils in the prescribed Programme, the old distinction between Senior and Junior Schools being abolished.

6. *Improvements in the System in* 1865.—A more thorough and frequent inspection of the Schools was provided for; the Council of Public Instruction, with the assistance of the able Inspector of Grammar Schools, prepared a Programme of Studies conformable to the new Law,—including not only a Classical Course, but a high English Course of Studies, and providing for the Entrance Examination of Pupil Candidates, both for the high English and Classical Course, by the Inspector. This Programme was sub-

mitted to, and approved of by the Governor-in-Council. To meet an alleged exigency, provision was made in the Programme to admit Girls, on application, and after examination, to attend the Grammar Schools to learn French, in connection with the prescribed English Course of Studies for Classical Pupils, but not to be returned as Grammar School Pupils, whose average attendance should constitute the basis of the distribution of the Fund. This exceptional Regulation in behalf of Girls, (it being alleged that in most cases they could not otherwise have an opportunity to learn French,) assumed, of course, that they would not think of studying Greek, or Latin, (the studying, of the one, or the other, being the test of a Grammar School Pupil in the Classical Course,) although nothing was said on the subject in the Programme. But, in the course of the year, it appeared that scarcely any Girls entered a Grammar School to learn French! but scores of them were found professedly studying Latin,—being thereby claimed on the part of the Masters and Trustees of the Schools admitting them as Grammar School Pupils, and, as such, entitled to be counted in the distribution of the Grammar School Fund!

7. *Perversion of the Grammar Schools—Their Standard lowered.*—Such was the state of the Schools on my return from an eight months' tour in Europe, at the end of May, 1867. The Programme of Studies had provided to make the Grammar Schools High English Schools, (including French), and Elementary Classical Schools to prepare for the Professions and Universities, but the local Reports showed scarcely any admissions of either Boys, or Girls, from the Common School to the more advanced English Course prescribed for the Grammar Schools, but an unprecedented influx of Girls to learn Latin and Elementary English. The Reports of the able Inspector of the Grammar Schools showed that the attempt to make them High English Schools, as well as Classical, was an utter failure; that the Common Schools were regarded as better Schools for any branch of English education than most of the Grammar Schools; that the prestige and standard of a majority of the Grammar Schools were being reduced by the efforts to fill them with Girls, as well as Boys, in the elementary subjects, in order to augment their income, without the shadow of a pretension, or claim, to teach the higher subjects of an English education to either Boys, or Girls, or even to give a sound English education at all.

8. *Counteracting Efforts of the Department.*—In apportioning, early in 1867, the Grammar School Fund for the year, on the basis of average attendance in the prescribed course, the Department was perplexed by this new and startling aggregation of Girls returned as classical pupils, and not willing to ignore their attendance, and yet feeling that it was a novel application of the Fund, intended wholly for Classical and High English education for the Professions and University, decided for that year, until further steps could be taken, to recognize the classical attendance of two Girls as equal to that of one Boy. Had this not been done, some of the most efficient Grammar Schools, in which no Girls had been induced to learn Latin, would have been crippled in their funds. Among the early complaints made to me, on my return from Europe, was the non-recognition of Girls as Classical Pupils equally with Boys in the Apportionment of the Grammar School Fund, and then, from others, the recognition of Girls at all as unjust to those Grammar Schools which had always taught Boys alone, and in the prescribed subjects, according to the intention of their institution. In the meantime, the Official Report of 1866 of the Inspector of Grammar Schools portrayed a state of things which I felt ought not to be perpetuated, and I determined to prepare a Paper upon the whole question, and submit it to the first Law Officer of the Crown for his opinion and advice to guide me in my action for 1868. My Letter on the subject to that Officer, I believe, was the subject of much consultation, as well as of long deliberation I insert it in this place, together with the reply, as follows:—

I have the honour to submit for your opinion and direction, as to whether the School Law is to be interpreted to include Girls as well as Boys as Pupils of the Grammar Schools, on the basis of whose attendance the fund is distributed to the

Schools. The provision of the law on the subject, as expressed in the Seventh Section of the Grammar School Improvement Act, 29th Victoria, Chapter 23, is as follows:—

"The Apportionment payable half yearly to the Grammar Schools, shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of Pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools."

The Council of Public Instruction, prepared two Courses of Study for the Grammar Schools,—the one a Classical Course for those Pupils who were preparing for one of the learned Professions, or to matriculate in one of the Universities; the other for those Pupils who might "desire to become Surveyors, or to study for matriculation in the University of Toronto, as Students of Civil Engineering, or to study the higher English Branches and French, without taking Greek, or Latin." These Programmes of Studies were submitted to and approved by the Governor General-in-Council, as was also the following Regulation.

"To afford every possible facility for learning French, Girls may, at the option of the Trustees, be admitted to any Grammar School, on passing the preliminary and final Entrance Examinations required for the admission of Boys. Girls thus admitted, will take French, (and not Latin, or Greek,) and the English subjects of the Classical Course for Boys; but they are not to be returned, or recognized, as Pupils pursuing either of the prescribed Programme of Studies for the Grammar Schools."

But, as in the two prescribed Programmes, of Studies for Pupils of the Grammar Schools, (and according to whose average attendance the Fund is apportioned to each School,) nothing is said about sexes, a large number of Girls have been induced to study Latin in many of the Schools, in order to increase the apportionment of the Fund to such Schools. Where a Girl intends to study the modern continental languages—French, Italian, Spanish, Portuguese, etcetera,—the previous knowledge of Latin is unquestionably a great advantage; but this cannot be supposed to be the case with numbers of Girls in small Towns and Villages, while there is not an instance of the kind in the Cities of Toronto, Hamilton, Kingston, etcetera. For example, in the little Village of Norwood, there are 17 Girls entered as studying Latin; in Oshawa, 28; in Perth, 36; in Whitby, 37, etcetera. The Inspector of Grammar Schools reports that the greater part of these Girls professedly studying Latin, cannot master the Declensions, and are deplorably deficient in the elements of English education, in which indeed their studies appear to be greatly neglected while, on the other hand, in the best Grammar Schools, where the original objects of such Schools in preparing Boys for the Universities, Professions, etcetera, are duly observed, and Girls are not admitted, the Masters and Trustees naturally complain that their Apportionments from the Grammar School Fund are unjustly lessened by the recognition of bogus Girl Pupils in other Grammar Schools. It is also insisted that the mixture of large Boys and Girls is unfavourable to efficient discipline, and to the progress of either class of Pupils, and not compatible, as a general rule, with the refined education of Girls. I myself was so impressed with this view, that when, in 1841, I was requested to become Principal of Victoria College, I declined doing so until the female department of it was abolished; and since then, the Religious Body that established Victoria Colleges for the education of Boys has established a Female College for the education of Girls. It is also urged that this pressing of Girls into the Grammar Schools interferes with the legitimate sphere of Female Seminaries and Schools, and prevents their establishment where there is ample legal authority to do so. But, without reference to the correctness, or incorrectness, the soundness, or unsoundness, of these opinions and reasons, I am induced, by the facts above stated, by the complaints of injustice on the part of the Authorities of some Grammar Schools, as well as from the fact that in England, and in Europe at large, a female pupil is unknown in any public Grammar School attended by Boys, any more than a female Student of a College attended by male students—to request your official opinion as to the proper interpretation of the Grammar School Act on this subject—whether, by

pupils in the Grammar Schools, boys alone are to be understood, and whether the Grammar School Fund was not intended for the classical, mathematical, and higher English education of boys?

TORONTO, 12th October, 1867. EGERTON RYERSON.

To this Letter I received the following reply from the Honourable the Attorney General.

The pressure of Parliamentary and Departmental duties has, I regret to say, caused me to overlook your Letter of the 12th of October last, in which you submit for my opinion and direction as to whether the Grammar School law is to be interpreted to include Girls, as well as Boys as pupils of the Grammar Schools, on the basis of whose attendance the Fund is distributed to the Schools. The provisions of the law on the subject as expressed in the Seventh Section of the Grammar School Improvement Act, 29 Victoria, Chapter 23, are as follows:—

"The apportionment payable half-yearly to the Grammar Schools shall be made each School conducted according to law upon the basis of the daily average attendance at said Grammar Schools of Pupils in the Programme of Studies prescribed according to law for Grammar Schools, such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools."

Your Letter contains, besides an extract from the prescribed Course of Study for Grammar Schools, adopted by the Council of Public Instruction, comments of your own bearing upon the question which are so exactly in accordance with the views which I have always entertained as to the impropriety of permitting girls to be received in Grammar Schools, that I have only to add that my interpretation of the Grammar School Act, in relation to the question submitted by you, is that Boys alone should be admitted to those Schools, and that, consequently, the Grammar School Fund was intended for the classical, mathematical and higher English education of Boys.

TORONTO, May 7th, 1867. J. S. MACDONALD.

9. *Conviction against Educating large Girls and Boys Together.*—It will be seen by the foregoing Letters that my own convictions are against the education of Boys and Girls, (especially large Boys and Girls,) together in the same School. Whether I am right, or wrong, in my convictions, they are of long standing. In 1841, as above stated, when the Presidency of Victoria College was offered me, I declined any official connection with that Institution, unless the female department, (which had been connected with it since its establishment as the Upper Canada Academy in 1834,) were discontinued. At that time the attendance of Girls as well as Boys at such Institutions was common in the Northern States. But, in 1842, the female department in connection with Victoria College was abolished, and I am persuaded, that no party connected with that Institution would consent to the re-admission of Girls with the Boys, even in the preparatory department, which existed until the last year, or two. The experience and observations of the last twenty-five years have only strengthened the convictions which I so strongly expressed in 1841 and 1842.

10. *Exceptional case of the Normal School explained.*—It is true that in the Normal School, female Teachers, as well as male, are trained. But this was not so at the beginning, and it only became so from the necessity of training female Teachers, and the impossibility of establishing a second Normal School for that purpose. In the next place, the attendance at the Normal School is for a professional purpose, and is brief—seldom exceeding two sessions, of five months each, during which time there is no intercourse whatever allowed between the sexes, not even a recognition in the streets, a rule, the infraction of which, is followed by removal from the Institution. Whenever a second Normal School is established, then the one School will doubtless be for the training of male Teachers, and the other for the training of female Teachers,—as is done in the State of Massachusetts, and in the Cities of Boston and New York. But of the

two Model Schools connected with our Normal School, the one is a Girls' school, where the female Students in the Normal School observe and practise teaching, and the other is a Boys' Model School, where the male Students in the Normal School observe and practise teaching.

11. *The Common Schools also are Exceptional—Reasons.*—In the Common Schools throughout the Country, there is scarcely any choice but to educate Boys and Girls together,—the Schools being elementary, the population sparse, the Pupils and their Parents being acquaintances as well as neighbours; and there seldom being a second Room, or a second Teacher in the Girls' department. Nevertheless, the Common School Law provides for the establishment of a "second, or Girls' School, (in the rural Sections), when desired. But, in the Cities and many of the Towns, there is a Girls' department, as well as separate play yard for the Girls. I am persuaded that in every Village, where there are two Common Schools, it would be a great economy and improvement on all sides, if one of the Schools was for Girls and the other for Boys. The law provides for this being done, and authorizes Boards of Trustees in Cities, Towns and Villages to establish any kind, or description, of Schools they please. Apart from other considerations, there are many things that Girls should be taught and ought to learn that are not needful for Boys, (as is the case in our Girls' Model School here); and, on the other hand, there are things which Boys should be taught and learn not needful for Girls. In the two School model Cities in the United States,—Boston and New York,—the mixed Schools for Boys and Girls are chiefly the primary schools, while the intermediate, (mostly called there "Grammar Schools,") and High Schools are, with few exceptions, respectively Boys' Schools and Girls' Schools. In the last School Report for the City of New York, there is the following enumeration of the Schools:—

Boys and Girls Separate in New York Schools.—"There are under the jurisdiction of the Board of Education, in addition to the College, (formerly called "The Free Academy",) of the City of New York, and the Saturday Normal School for Teachers, 44 Grammar Schools for Boys, 44 for Girls, and 4 where both sexes are taught in the same Department—50 Primary Departments, 38 Primary Schools, 6 Grammar and 7 Primary Schools for Coloured children, and 15 Corporate Schools, participating in the public money. There were also, during the year ending with the 1st October, last, 48 Evening Schools—26 for males and 22 for females."

Boys and Girls also Separate in the Boston Schools.—The School Report of the City of Boston for 1864,—a large octavo Volume of 413 pages,—contains the following summary statement of the Schools of that City:—

The Schools of all grades under the care and control of the City, at the present time, are one Latin School for Boys; one High English School for Boys; one High School and Normal School for Girls; twenty Grammar Schools, seven being for Boys, seven for Girls, and six for Boys and Girls; and two hundred and fifty-four Primary Schools for Boys and Girls.

Even in Boston, the most classical City in America, they have not got to the length of establishing a Latin School for Girls, or for making them Latin pupils with the Boys, as is argued by some Grammar School Masters of our Country Towns and Villages. The City of Toronto stands on common ground with the City of Boston in this respect.

12. *Reasons for Discussing the Question now.*—But although my convictions as to the separate education of Boys and Girls have been strong and of long standing, I have deemed it premature and unadvisable to discuss the question in the elementary state of the Schools, the immaturity of the School System and infancy of the Country. The facts, however, which the working of the Grammar Schools, during the last two years, has developed, and existing public discussions on the subject, have left me no discretion but to give the above formal explanation of my views, and to invite special attention to this aspect of our Public Schools. The Inspector of Grammar Schools devoted one part of his last year's report to the question of "Girls in the Grammar Schools." The eight years' experience of the Reverend Doctor Ormiston, as Grammar School Inspector, produced convictions in perfect accordance with those of his Successor, the Reverend G. P. Young, that the mixture of Boys and Girls in the Schools was injurious to them as

Grammar Schools. The reasons are not any inferiority of capacity on the part of Girls; on the contrary, I believe the advantage is generally on their side in the acquisition of many kinds of knowledge in childhood and youth; but the reasons are such, with some exceptions, as are given by Mr. Young in his Report above referred to. Not a few Parents have objected to send their Boys, as well as Girls, to mixed Schools.

13. *Inferior character of Many Grammar Schools.*—The difficulty on the part of the Reverends Doctor Ormiston, and Mr. Young, as well as others, is the absence of other Institutions for the better education of Girls. But the painful fact is that a majority of Grammar Schools do not impart that better education, as is clearly shown in the Inspectors' Reports. No one can read the facts and observations embodied in Mr. Young's Reports for 1866 and 1867, without being impressed with the conviction that the attendance of Girls at those Grammar Schools, where they are admitted, has greatly impeded, rather than promoted, their better education; and it is, on this ground, that I think other provision should be made for the better education of Girls. The union of Grammar and Common Schools has increased, instead of mitigating the evil. It is the conviction of every Inspector of Grammar Schools, without exception, that their union with Common Schools, while it has afforded some means of support not otherwise available, has been injurious both to the Common and Classical departments of such Union Schools.

14. *Legislation Now Required to Counteract Evils of the present System.*—I had intended to leave over for another year any further legislation on the subject of Grammar Schools; but recent discussing, my own convictions, and the facts developed in the last two Reports of the Inspector, appear to me to require the early attention of the Legislature to this department of our Public School System. The Reverend G. P. Young is an experienced Teacher and one of the ripest scholars in Canada, and a man of very great general ability. He has devoted his whole time during four years to an inspection of the Grammar Schools twice a year, and, at my request, to a most thorough investigation of their character and condition. His last two Reports are more the Reports of a School Commissioner on the state of the Schools and suggestions for their improvement, than the ordinary Reports of a School Inspector. Mr. Young's Report for 1867 is a sequel to that for 1866, and is the last with which the public will be favoured from him, as he has, against my remonstrances and solicitations, resigned his office of Inspector, and resumed the more quiet duties of a Professor in a College.

15. *Analysis of Inspector Young's admirable Reports of* 1866 *and* 1867.—As the Reverend Mr. Young's last two Reports discuss the whole question of Grammar Schools, [they will be found in Chapter XIII of this Volume]. In the former of these Reports Mr. Young, among others, discusses the following topics:—"Direction in which the Grammar Schools are Drifting;" "Degradation of the Common Schools;" "False show of Classical Studies in the Grammar Schools;" "Apportionment of the Grammar School Fund;" "Union Schools;" "Girls in Grammar Schools." In the latter of these Reports Mr. Young discusses with much research and ability the following topics:—"A Classical Course of Study unsuitable for the great majority of the Pupils attending our Grammar Schools;" "Defective character of the English education furnished in our Public Schools;" "English High Schools needed," with suggestions as to the admission of Pupils, the subjects and methods of teaching; "Way in which Morality might be taught in the English High Schools;" "Physical Science in the High Schools;" "Common Schools."

16. *Failure of most of the Grammar Schools as superior schools Demonstrated.* It would be too much to say that I agree with all the opinions and suggestions which Mr. Young has so forcibly advanced in his Reports, but I think he has conclusively shown, first, that a majority of the Grammar Schools in no respect do the work of English High Schools, although a High English course is prescribed in their Programme of Studies; secondly, that many of them are not even worthy of the name of Common Schools, in regard to their elementary English teaching; thirdly, that, as Classical Schools they are,

with some honourable exceptions, inefficient and useless—a waste of time and opportunity on the part of hundreds of Girls and of very many Boys; fourthly, that the union of Grammar and Common Schools is mutually injurious to each other,—the Common School Department being emasculated of every Pupil, both Boy and Girl, that can be squeezed into the Grammar School department, in order to augment the Apportionment. So strong and rampant has the feeling become, that in a Grammar School Teachers' Association held in Toronto this summer, the leading topic among those who were present and took an active part in the proceedings, (and repeated by the same individuals in the Common School Teachers' Association) was, not how the various defects, pointed out by Mr. Young, in the Grammar Schools might be remedied, and they be made more efficient; but the admission and recognition of Girls as a means of obtaining more money from the School Fund. Of course, the majority of the Grammar School Masters took no part in these proceedings, and were not even present at them; and many of the Grammar Schools are pursuing their appropriate work to the utmost of their means and power. But that the great majority of them are making no progress whatever, and "drifting" in the direction of comparative inefficiency, is not only shown by Mr. Young's Reports, but by the Reports of previous Inspectors especially those of the Reverend Doctor Ormiston, and particularly with regard to the working and effects of union Grammar and Common Schools.

17. *Large Apportionment for Grammar, as Compared with Common School Education.*—Such then, is the very unsatisfactory state of the Grammar Schools, and that too in connection with the fact that the Apportionment of public money for their support is twenty times as large per Pupil taught as that in aid of the Common Schools,—the Apportionment for 401,643 pupils in the Common Schools being $170,000, (or about forty-five cents per pupil,) and that for 5,696 pupils in the Grammar Schools being $53,000 or upwards of $9 per pupil. Mr. Young has shown that the present system and relations of the Grammar Schools tend to "degrade" the Common Schools, as well as to render the Grammar Schools utterly inefficient, either as High English, or thorough Classical Schools. Even in Toronto, it has been objected to grade the Common Schools, by having one or more English High Schools, because it was alleged the Grammar School was properly the High School of the City. And this is the common objection against any attempt to establish Higher Common Schools in any of the Municipalities where there are Grammar Schools, for you find, as shown in Mr. Young's reports, that even elementary English is not decently taught in many of the Grammar Schools, much less the elements of Natural History, Chemistry and Natural Philosophy, as well as the English Language and Literature, which should be embraced in the teaching of every superior English School. Provision has been made by the Department by procuring Apparatus, Specimens, Models, and even little Cabinets for teaching and illustrating all these subjects; and attention has been called to the subject in the *Journal of Education*, but they are uncalled for in connection with the Grammar Schools, and used in only a few Common Schools.*

* I would direct attention to numerous articles on the subject in successive Volumes of the *Journal of Education*. From one in the *Journal* for January, 1860, I select the following from the pen of Professor Agassiz, of Harvard University, showing the value to Science of local collections and Museums of Natural History in Schools. He says:—

"It is a great mistake to suppose that large Museums are necessary for the study of Natural History and that show-specimens from distant Countries add much to the interest of a scientific collection. I deliberately assert, that there is not a School House in the Country in the immediate vicinity of which it would not be easy to make, in a few years, a collection of native specimens sufficient to illustrate the fundamental principles of any branch of Natural History. Nay, it is not to much to add, that such collections would contribute greatly to the advancement of Science, if simple Catalogues of their contents were published from time to time. I am satisfied, from my own experience, that every such collection could, in less than ten years, be made worthy of a careful examination by even the most critical professional Naturalists, and would afford to the Teachers and Pupils a source of ever-new interests in their walks, and of ever-increasing extension of their knowledge and ability to observe. In Mrssachusetts, a very good beginning has already been made in several Schools."—*Agassiz on the study of Natural History.*

Of the specimens kept in the Educational Depository the following are examples:—Varty's collection of one hundred specimens of various objects in a case. Oliver and Boyd's set of twenty Cards, with real objects attached, in a Box. Cabinets of from twenty to one hundred and fifty specimens of Minerals, Metals, Shells, Fossils, Rocks, etectera; Chemical Cabinets; Silkworm Case, with Eggs Caterpillar, Cocoon with Mulberry Leaf, etectera; Case of Bees with Grub, Cells, etectra; also numerous prints of Animals and Vegetables useful to man; sources of food, of Manufactures, etectera; Aparatus and Charts, illustrating Natural Philosophy, etectera.

18. *Important Changes in the System deemed Essential.*—This state of things ought not to continue. All possible attention and efforts, aided by the experience and example of the most enlightened Countries, have been directed in past years to organize and mature our Public School System, and to provide facilities for enabling the Country to educate its youth. It is now time to look into the interior of the Schools, to make them what they ought to be, and what the noble efforts of the people give them a right to expect and claim. When Grammar School legislation was proposed, more than fifteen years ago, I urged the identifying of the Grammar with the Common School System in principle and management, as the proper means of providing accommodations and support for the Grammar Schools, and blending them with the sympathies, as well as interests, of the people. But this was thought to be too great a change, and that it was best to commence by organizing them into a System, with a certain amount of Municipal control, hoping thereby to secure Municipal support. The attempt has been faithfully made, and the result is seen. The Grammar Schools have still little or no hold upon the sympathies of the Country. It is with great difficulty that Municipalities can be induced to grant anything, much less ample means for their support; and in many instances, there is unwillingness even to provide School-house accommodation for them. This is not so in regard to the Common Schools, means are readily forthcoming to erect and furnish Houses, which are often shown as the pride and glory of the Cities and Towns in which they are situated. It is not so with the Grammar Schools, with a few solitary exceptions.

19. *Former Class Legislation—Its baneful effects still felt.*—Why this difference of public feeling in regard to the Common and Grammar Schools? The reverse is the case in the neighbouring States. In Cities and Towns and Villages there, English, High Schools and Classical Schools are provided with more imposing accommodations, and shown, with even more pride, in some instances, than their Elementary Common Schools. Why is it otherwise in Ontario? It is certainly not that there is less appreciation here than there for sound and even superior education. More is done here than there in proportion to population for Common Schools, and the warmest ambition is shown for higher education. Why, then, are our Grammar Schools not appreciated in this relation? The cause, in my opinion, is twofold—the one rising from their history, the other from their inefficiency, chiefly resulting from their history. The history of our Grammar Schools is one phase of the history of class legislation and irresponsible government. Some aid was granted for Common Schools, for managing which the people were allowed to elect Trustees; but the Grammar Schools were not established for the people at large, but for the select and aristocratic few—chiefly Officials. Their Trustees were not elected, but appointed by the irresponsible government of the day, being Elementary English, as well as Classical Schools, but for the alleged respectable few, and not for the people generaly, who have never felt themselvs under my obligation to support the Grammar Schools,—viewing them as the badges and instruments of their own inferiority and debasement, rather than agencies of their culture and advancement.* This traditionary indifference to, and in many cases prejudice against, the Grammar Schools, still largely affects the public mind, although class legislation and irresponsible government have ceased to exist among us. The appointment of Grammar School Trustees has been abandoned by the Executive Government, and transferred to the Municipal Councils, with a view to the popular support of the Grammar Schools, which have been deprived of the greater part of their former means of support by the improved efficiency and character of the Common Schools, and by their not being allowed, as formerly, to be Select Schools for certain classes of society; but although the Municipal Councils have accepted the office of appointing Grammar School Trustees, they are not willing to assume the burden of supporting the Schools.

20. *Necessity for proposed changes in the System considered.*—The question now is, what shall be done? Mr. Young, in his Report for 1866, does not propose any change

*Provision was first made for the Grammar Schools in 1806; but nothing was done for the Common Schools until 1816—nine years afterwards—and only then as an experiment.

in the Programme of Grammar School Studies, but he proposed the distribution of the Fund to the Schools, not according to average attendance of Pupils, but according to the average work done, or according to results, as ascertained by the examination of Pupils individually,—the system adopted by the Committee of Council of Education in the distribution of the Parliamentary Grant in England. This System, the most equitable and thorough in perfectly classified subjects and Schools,—would require three Inspectors instead of one, increasing the expense of inspection three-fold, and, therefore, seemed impracticable on that ground, apart from other considerations arising out of the character, and circumstances of the Schools. In Mr. Young's Report for 1867, he proposes to abolish the study of Latin, as a condition on the part of any Pupils attending the Grammar School. This is equivalent to abolishing them as Classical Schools; it is going back to the former state of things; it would make them Common English Schools, in more complete rivalship with the Common Schools, as no means in addition to those now existing, are available to prevent the Grammar Schools from drawing away the ordinary Pupils from the Common Schools, or for rendering the English teaching in the Grammar Schools better than it is,—which Mr. Young shows to be generally most defective and inefficient. Agreeing, as I do, with Mr. Young, that Girls learning Latin, as advocated by some Masters of Grammar Schools, is an absurdity, and that the time devoted to the study of Latin and Greek by the greater part of Boys in the Grammar Schools, is a complete loss of labour and opportunity for the study of other subjects; and, moreover, agreeing as I do, with the learned President of Toronto University College, that it is pure loss of time for any Boy to study Latin, or Greek, unless he does so thoroughly, I think the Grammar Schools should occupy a different relation from that which they have hitherto done, and perform a much more useful work. The Inspector's Reports show that in all past years some of the Grammar Schools, having confined themselves to, and performed their legitimate work with great efficiency, deserve strong and grateful commendation; it is equally evident from the same Reports, that a large majority of the Grammar Schools are little better than useless, as Classical Schools, as High English Schools, even as Elementary English Schools, much less as Schools of the elements of Natural Science. And this melancholy fact arises from no indifference, or want of effort, on the part of either the Boards of Trustees, or the Masters of the Schools, but from their exceptional and unnatural position, having no sufficient, or certain, resources in the Municipalities for their support, or sufficient legitimate work to perform to sustain them; and being regarded to a great extent as antagonistic to the Common Schools, instead of being considered, and in fact, as their coadjutors and supplements.

21. *Summary of the Proposed Change in the Grammar School Law.*—I propose, then first, that the Grammar and Common Schools shall be under the management of the same Boards of Trustees in the Municipalities where they are situated, elected by the Ratepayers, as are the Common School Trustees now. Secondly, that the Grammar School Fund, like the Common School Legislative Grant, shall be apportioned, with proper limitations, and under suitable regulations, to the Municipalities according to population, and upon the same conditions as the Common School Grant, for the purposes of High Schools, in which the elements of Natural Science shall be taught as well as the higher subjects of English, according to a prescribed Curriculum, and in which the Classics shall be taught, or not, as the Local Boards of Trustees may desire. Then the Classical Schools, or classical departments, and the High English Schools, as well as the Common Schools, will be the creation, as well as glory and blessing of the Municipalities themselves; the classification of the Schools, as well as the Pupils in them, will become natural and easy in all the Cities, Towns and Villages, and there will be no collision, or difference of management, or interest in the Schools from the lowest Primary School up to the highest English, or Latin, School.

22. *Two Examples of the Benefits of the proposed Changes.*—Formerly, there were two classes of Schools, and two Boards of School management in the City of New York,

—the one Society Schools, and the other called Ward Schools. Between these two Boards and two classes of Schools, there were perpetual rivalries and hostilities, until the Legislature reduced them to one System of Schools under one Board of Trustees; since which time there has been unity of action and interest, and the establishment of a System of Primary, Intermediate, or Grammar, Schools, High English Schools, and a Scientific, or Classical, Academy, or College, the pride of the City, and the admiration of Philanthropists and strangers. Down to within a recent period, there were three Boards of School Management in the City of Boston,—a Primary School Board, and an Intermediate, or Grammar, School Board, and a High School Board. Between these Boards and the Schools under their management, there were constant rivalries and jealousies, and sometimes hostilities of a most injurious character. Upwards of ten years ago, the Legislature passed an Act to amalgamate the three Boards into one, having the care of all the Schools in the City of Boston, to the great advantage of the Latin and High Schools, as well as of the Intermediate and Primary Schools. I propose the adoption of a similar system for the consolidation, economical management and improvement of our Grammar and Common Schools.

23. *What Benefits the proposel Changes will confer upon the Young.*—I think the tendency of the youthful mind of our Country is too much in the direction of what are called the learned Professions, and too little in the direction of what are termed industrial pursuits. There is certainly no need to stimulate any class of youth to Classical Studies with a view to the Study of Medicine, Law, etcetera; but it appears to me very important now, that, as the principles and general machinery of our School System are settled, the subjects and teaching of the Schools should be adapted to develop the resources and skilful industry of the Country. And should "Options" in any case be necessary, from lack of time, or means, the merely useful and ornamental should be made to yield to the essential and practical. It may not be essential for every child to know all the natural and political divisions of all the Continents of the Globe, or what heroes fought, or what Kings ruled, or what peoples flourished and did at every period and in every part of the World; but I think that it is essential that every child should know how to read and speak his own language correctly, to count readily and write well, to know the names and characteristics of the Flowers and Vegetables and Trees with which he daily meets, the Insects, Birds and Animals of this Country, the nature of the Soils on which he walks, and the chemical and mechanical principles, which enter into the construction and working of the implements of Husbandry, the machinery of Mills, Manufactures, Railroads and Mines, the production and preparation of the Clothes he wears, the Food he eats, the Beverages he drinks, and the air he breathes, together with a knowledge of the organs of his Body, the faculties of his Mind, and the rules of his conduct. The Mastery of these subjects for ordinary practical purposes is as much within the capacities of childhood and youth as any of the hundred things that children learn in the Streets and by the fireside, and to know them would contribute vastly more to the pleasures of social life, and skilled and varied industry, than the superficial tinsel of a Greek and Latin gathering, with homœopathic mixtures of imperfect English and guesses at Geography and History.

Toronto, 16th September, 1868. Egerton Ryerson.

BALANCE SHEET OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO, FOR THE YEAR ENDING ON THE 31ST OF DECEMBER, 1867.

RECEIPTS.					SERVICE.	PAYMENTS.				
Balance unexpended 1st Jan, 1867.	Cash Receipts for the year 1867.	Warrants from Finance Department.	Over expended on 31st Dec., 1867.	Total.		Over-expended on 1st Jan., 1867.	Payments by cheque, 1867.	Deposited to credit of the Province.	Balance unexpended 31st Dec., 1867.	Total.
$ cts.	$ cts.	$ cts.	$ cts.	$ cts.		$ cts.	$ cts.	$ cts.	$ cts.	$ cts.
1,557 00	.....	161,372 00	.....	162,929 00	Common Schools	.....	162,144 00	153 00	632 00	162,929 00
4,938 77	.....	8,628 00	.....	13,566 77	Separate Schools.....	.....	9,529 18	33 29	4,004 30	13,566 77
13 00	14 00	1,200 00	.....	1,227 00	Poor Schools	.....	869 00	119 00	239 00	1,227 00
1,745 48	4,826 09	21,000 00	.....	27,571 57	Normal and Model Schools	.....	22,284 95	3,958 05	1,328 57	27,571 57
.....	23,217 06	32,032 40	.....	55,249 46	Libraries, Maps and Apparatus ..	1,344 99	30,501 16	23,217 06	186 25	55,249 46
2,048 82	205 00	6,500 00	.....	8,753 82	Superannuated Teachers.....	.....	6,314 71	485 24	1,953 87	8,753 82
12,261 68	1,967 62	1,500 00	184 39	15,913 69	Library and Museum.....	.....	13,010 41	2,903 28	.....	15,913 69
418 35	118 95	1,900 00	.....	2,437 30	Journal of Education.....	.....	1,975 76	345 54	116 00	2,437 30
.....	.....	2,000 00	02	2,000 02	Grammar School Inspection	.....	2,000 02	.....	.....	2,000 02
26,847 00	.....	55,294 00	.....	82,141 00	Grammar Schools.....	.....	55,046 00	155 00	26,940 00	82,141 00
$49,830 10	$30,348 72	$291,426 40	$184 41	$371,789 63		$1,344 99	$303,675 19	$31,369 46	$35,399 99	$371,789 63

Toronto, January, 1868.

ALEXANDER MARLING, Accountant.

CHAPTER XV.

EDUCATIONAL PROCEEDINGS OF THE LEGISLATURE OF ONTARIO, 1868.

Educational Proceedings of the Legislative Assembly of Ontario, 1868.

On the 27th of December, 1867, the Lieutenant-Governor opened the First Session of the Parliament of Ontario with the usual Speech from the Throne.

January 8th, 1868. Petition received and read: Of the Right Reverend the Bishop of Ontario and others, praying for the Incorporation of Ontario College.

January 9th, 1868. Petition received and read: From the Royal College of Physicians and Surgeons of Kingston, praying for aid.

January 10th, 1868. Petition received and read: From the Trustees of the University of Queen's College, Kingston, for a Grant of money.

January 13th, 1868. Petition received and read: Of the County Council of Middlesex, respecting Common Schools.

January 14th, 1868. Petitions received and read: Of the Corporation of the College of St. Jerome, Berlin, Ontario; also of certain inhabitants of the County of Waterloo, praying that a Grant be made to the College of St. Jerome, Berlin. Of certain Habitants of the Province of Ontario, praying for the same.

Mr. Charles Rykert, from Committee on Standing Orders, reported favourably on the following Petition:—Of the Right Reverend the Bishop of Ontario for an Act to incorporate "Ontario College."

January 15th, 1868. Petition received and read: Of the Board of the University of Victoria College, Cobourg, praying for aid.

January 20th, 1868. Mr. Speaker laid before the House:—Annual Return of Real and Personal Property, and of Receipts and Expenditure of the Children's Industrial School of Hamilton.

Petition received and read:—Of the Board of Managers of the Albert College and University of Belleville, for a Grant.

January 24th, 1868. Petition received and read:—Of Trinity College, Toronto, praying for a Grant.

January 27th, 1868. On motion of Mr. Archibald McKellar, an Address was voted to His Excellency the Lieutenant Governor for a return of the Principal and Interest Crown, Clergy, Grammar and Common School Lands respectively.

January 28th, 1868. Petition received and read: Of the Reverend John Langtry and others, praying for an Act to incorporate the Bishop Strachan School, Toronto.

January 29th, 1868. Petitions received and read: Of the Reverend the Dean of Huron and other Trustees of the London Collegiate Institute, praying that the name of the Institute may be changed to that of the Hellmuth College, and that the Proprietors and Shareholders may be relieved from personal responsibility in respect to the debts of the said Corporation.

The Honourable Sir H. Smith, from Select Committee on Private Bills, reported the Bill for the incorporation of Ontario College.

January 30th, 1868. Mr. F. B. Cumberland introduced a Bill intituled: "An Act to incorporate the Bishop Strachan School, Toronto," which was referred to the Committee on Private Bills.

On motion of Mr. John Coyne, an Address was voted to His Excellency the Lieutenant Governor, for a return to this House by the Bursar of the University of Toronto, of all lands formerly held and now held by that Institution in the County of Brant; setting forth what, if any, of the said Lands are unsold, what sold, or agreed to be sold,

together with the terms of agreement for sale and purchase, and the names of the parties with whom such sales, or agreements, have been made. Also, the sums paid, or agreed to be paid, and the amounts owing. Also, the dates of the sales, or agreements for sale, and the dates when Deeds issued, and to whom. Also, if any, and what moneys are out upon Mortgage, or otherwise, and, if so, upon what security, what terms, and to whom loaned.

The Bill to incorporate Ontario College, was read a second time, and on motion of Honourable Sir H. Smith, referred to a Committee of the whole House, on Monday.

January 31st, 1868. Mr. Charles J. Rykert, from Committee on Standing Orders, reported favorably in the following Petition:—The Reverend John Langtry and others, for an Act to incorporate "The Bishop Strachan's School, Toronto."

February 3rd, 1868. The Bill for incorporating Ontario College, was considered in Committee of the Whole, progress reported, and leave given to sit again on Wednesday.

February 5th, 1868. Mr. Charles Rykert, from Committee on Standing Orders, reported favourably on the following Petition: Of the Reverend the Dean of Huron, to change the name of Hellmuth College.

The following Bill was introduced by the Honourable John Carling, and referred to Committee on Private Bills:—Bill intituled: "An Act respecting the London Collegiate Institute."

February 10th, 1868. Petitions received and read:—Of the Medical Professors of Queen's University, Kingston, praying for an Act requiring Persons practising Dentistry to be examined by a competent Board. Of the County Council of Bruce, respecting School Lands.

February 11th, 1868. The Honourable M. C. Cameron presented return to an Address of the Legislative Assembly, dated 30th January, praying for a return by the Bursar of the University of Toronto, of all Lands formerly held, and now held by that Institution in the County of Brant, setting forth what, if any, of the Lands are unsold, what sold or agreed to be sold, together with the terms or agreements of sale and purchase, and the names of the parties with whom such sales or agreements have been made; also, the sums paid or agreed to be paid and the amounts owing; also, the dates of the sales, or agreements for sales, and the dates when Deeds issued, and to whom; also if any, and what moneys are out upon Mortgage or otherwise, and if so, upon what security, what terms, and to whom loaned.

February 13th, 1868. Petition received and read: Of the Honourable William Henry Draper, C.B., and other Ratepayers of the City of Toronto, praying for an enquiry into the working of the Common School System.

February 14th, 1868. Honourable C. B. Wood, from the Committee on Bills, reported Bills consolidated as a Bill the Amendment of Common Law Procedure Act, (with amendments).

The Honourable Sir H. Smith, from Committee on Private Bills, reported the following Bill: To incorporate The Bishop Strachan School, (with amendments).

On motion of Mr. W. H. Beatty, an Address was voted to His Excellency the Lieutenant Governor, for a Return showing the annual receipts and expenditure of Toronto University and University College, since the year 1860, also showing the sources of income, names and salaries of Professors, Officers and Employees of said Institution, and the amount expended annually in Scholarships and Prizes.

On motion of Mr. David Christie, an Address was voted to His Excellency the Lieutenant Governor for a Return, in abstract, showing the Income and Expenditure of Upper Canada College for the years 1862 to 1866 inclusive, also the yearly attendance of Pupils. Also a detailed Statement for the year ending December 31st, 1867, of the Income and Expenditure, the attendance of Pupils, the number of Teachers employed and their Salaries, together with a Statement of the amount, if any, advanced to the

Upper Canada College out of the Toronto University Funds, for the several years from 1861 to 1867 inclusive.

February 18th, 1868. The House went into Committee of Supply. The following Resolutions were adopted:

Resolved,—That the following sums be granted to Her Majesty for the service of the year 1868:—

Aid to Medical Faculty, Victoria College, Cobourg	$750 00
Aid to School of Medicine, Kingston	750 00
Aid to School of Medicine, Toronto	750 00

February 19th, 1868. The following Bill was read a second time and referred to a Committee of the whole to-morrow. Bill to incorporate Hellmuth College.

February 20th, 1868. The following Bills were severally considered in Committee of the Whole, amended, reported, report adopted, and ordered for third reading To-morrow. Bills to incorporate Bishop Strachan School, Toronto, and Hellmuth College, London.

The Resolutions, passed in Committee of Supply on Tuesday were reported and read.

February 21st, 1868. The following Bill was read a Third time and passed:—To Incorporate Bishop Strachan School, Toronto.

The Honourable M. C. Cameron delivered a Message from His Excellency the Lieutenant Governor, which was read by Mr. Speaker, as follows:

H. W. STISTED—

The Lieutenant-Governor, whilst regarding the payment of any sums of money out of the Treasury to Collegiate Institutions in this Province as inexpedient, is yet impressed with the conviction that embarrassment would ensue were the Colleges named in the annexed schedule suddenly deprived of the Annual Grants heretofore voted by the Legislature of the late Province of Canada, and, on this ground alone, His Excellency submits to the Legislative Assembly the propriety of granting to the said Colleges the several Amounts mentioned in the said Schedule, declaring at the same time, that it shall not be lawful to continue such Grants hereafter.

Government House, Toronto, February 21st, 1868.

List of Grants. Aid to Superior Education.

	$ cts.	
Regiopolis College, Kingston, usual Grant for 1½ years...	$4,500 00	
Queen's College, Kingston, usual Grant for 1½ years	7,500 00	
Bytown College, Ottawa, usual Grant for 1½ years	2,100 00	
St. Michael's College, Toronto, usual Grant for 1½ years...	3,000 00	
Trinity College, Toronto, usual Grant for 1½ years	6,000 00	
Victoria College, Cobourg, usual Grant for 1½ years	7,500 00	
L'Assomption College, Sandwich, usual Grant for 1½ years	1,500 00	
		$32,100 00

The House went again into Committee of Supply. The following Resolutions were adopted:

For Common and Separate Schools	$170,000 00
For Poor Schools	2,000 00
For Normal and Model Schools	17,000 00
For Libraries, Apparatus and Prizes	32,000 00
For Superannuated Teachers	4,200 00

For Museum and Library	2,800 00
For Journal of Education	1,800 00
For Grammar School Inspection	2,000 00
For Grammar Schools	55,000 00
Salaries and Contingencies of the Department	14,700 00

February 24th, 1868. The Bill to Incorporate Hellmuth College, was read a Third time and passed.

The Honourable M. C. Cameron presented a Return to an Address of the Legislative Assembly, dated 14th February, praying for a Return, showing the Annual Receipts and Expenditure of Toronto University and University College since the year 1860; also showing the source of Income, names and Salaries of Professors, Officers and Employés of said Institution, and the amount expended annually in Scholarships and Prizes.

February 25th, 1868. A Petition was received and read. Of certain Inhabitants of Cobourg, respecting Grammar Schools.

On motion of Mr. W. H. Beatty, the Returns presented yesterday, concerning Toronto University and University College, were referred to the Committee on printing.

February 26th, 1868. The Resolutions adopted by the Committee on Supply on the 21st instant were concurred in.

February 28th, 1868. Mr. A. Greely, from Committee on Printing, reported that they recommend the Returns of Toronto University and University College to be printed.

Honourable M. C. Cameron, by command of His Excellency the Lieutenant Governor, presented the Annual Report of Upper Canada College for the year ending on the 3rd of June, 1867.

His Excellency the Lieutenant Governor entered the House at 6 o'clock p.m. and, having taken his seat on the Throne, was pleased, in Her Majesty's name, to give the Royal Assent to the following Bill:—An Act to incorporate Ontario College, Picton.

February 29th, 1868. The Honourable M. C. Cameron presented a Return to an Address of the Legislative Assembly, dated 14th February, praying—1st, For a Return in abstract, showing the Income and Expenditure of Upper Canada College for the years 1862 to 1866, inclusive, also the yearly attendance of Pupils. 2nd, A detailed Statement for the year ending on the 31st of December, 1867, of the Income and Expenditure, the attendance of Pupils, the number of Teachers employed, and their Salaries, together with a Statement of the amount, if any, advanced to the Upper Canada College out of the Toronto University Funds for the several years from 1861 to 1867 inclusive.

Also, Supplementary Return to a Return made on the 24th instant, respecting the University of Toronto, videlicet: The Bursar's Return, showing the Income and Expenditure on account of the University College Tutorial Fund, ending on the 30th of June, 1867, required by a Resolution of House of Assembly of the 14th of February, 1868.

Also Supplementary Return, showing the Receipts on account of Income, and the sources thereof, on account of the University of Toronto and University College, in accordance with a Resolution of the Legislative Assembly of the 14th of February, 1868. By command.

TORONTO, February 29th, 1868. M. C. CAMERON, Secretary.

March 3rd, 1868. The Honourable M. C. Cameron, by Command of His Excellency, presented a Special Report of the Chief Superintendent of Education for Upper Canada on the Systems and State of Popular Education in the several Countries of Europe, and the United States of America with Practical Suggestions for the improvement of Public Instruction in Ontario

March 4th, 1868. His Excellency the Lieutenant Governor entered the House at 3 o'clock, p.m., and having taken his seat on the Throne, was pleased, in Her Majesty's Name, to give the Royal Assent to the following Bills:

An Act to Incorporate the Bishop Strachan School, Toronto.

An Act Respecting the London Collegiate Institute, and to change its Name to Hellmuth College.

CHAPTER XVI.

EDUCATIONAL ACTS PASSED BY THE LEGISLATURE IN 1868.

31st VICTORIA, CHAPTER XV.

AN ACT TO INCORPORATE THE ONTARIO COLLEGE AT PICTON.

THE RIGHT HONOURABLE CHARLES STANLEY, VISCOUNT MONCK, GOVERNOR GENERAL.

(Received the Royal Assent on the 28th of February, 1868).

Preamble.

Whereas the Right Reverend John Travers Lewis, Doctor of Divinity; the Lord Bishop of the Diocese of Ontario; the Venerable Henry Patton, Doctor of Civil Law; The Archdeacon of the Diocese of Ontario; Mr. James A. Henderson, Doctor of Civil Law; Mr. J. Cartwright, Bachelor of Arts; Mr. J. P. Downes, and others, have, by their Petitions, represented, that a very large sum of Money has been subscribed and raised in this Province, for the purpose of founding and establishing a College, for the Education of Youth in the higher branches of classical and scientific knowledge, at the Town of Picton, in the County of Prince Edward; that the said sum has been presented to the Lord Bishop of Ontario, for the purpose aforesaid, and that the said College has been established and is now being carried on, and have prayed that corporate powers may be conferred on the said College.

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of Ontario, enacts as follows:—

College to be composed of parties named etc.

1. That the said College, which shall be composed of the Lord Bishop of the Diocese of Ontario, for the time being; The Very Reverend James Lyster, the Dean; and the Venerable Henry Patton, LL.D.; The Archdeacon of the Diocese of Ontario; the Reverend C. J. Boswell, D.C.L.; the Reverend W. Bleasdell, M.A.; the Honourable John Hamilton, (Hawkesbury); Mr. James A. Henderson, D.C.L.; Mr. J. P. Downes; Mr. James Cartwright, B.A.; Mr. Philip Low, Q.C.; Mr. F. McAnnany; Mr. W. B. Simpson, Mr. G. A. Kirkpatrick, B.A.; Mr. Godfrey Baker, and the Head Master and their Successors, shall be, and are hereby constituted, a Body politic and corporate in deed and in name, by and under the name of "The Corporation of Ontario College," and by that name shall have perpetual succession and a Common Seal, and by such name may, from time to time, and at all times hereafter, purchase, acquire, hold, possess and enjoy, and may have, take, and receive for them and their Successors, to and for their actual use and occupation only, any Lands, Tenements and Hereditaments, and Real and immoveable Property and Estate within this Province, so as the annual value of the same does not exceed Eight thousand dollars; Pro-

A body politic.

Common Seal

vided always, that such Real Estate, so held by the said College hereby incorporated, shall be such, and such only, as may be absolutely required for the purposes of College Buildings and Offices, Residences for the Professors, Tutors, Students and Officers, with Gardens, or pleasure Grounds, pertaining thereto, and immediately in the vicinity of such College Grounds, and including a Farm, not to exceed one hundred acres, for the purposes of such College only; and the same may mortgage, sell, alienate and dispose of, whensoever they may deem it proper to do so; and the Corporation may further acquire any other Real Estate, or interest therein, so as the same does not exceed the annual value of Five thousand dollars, by gift, devise, or bequest, if made at least six months before the death of the party making the same; and the College may hold such Estate and interest therein for a period of not more than seven years, and the same, or any part, or portion thereof, or interest therein, which may not, within the said period, have been alienated, or disposed of, shall revert to the party from whom the same was acquired, his Heirs, or other Representatives, and the proceeds of such Property, as shall have been disposed of during the said period, may be invested in the Public Securities, County Municipal Debentures, Mortgages, or other approved Securities, for the use of the Corporation.

May purchase and hold real and personal estate not exceeding $8,000.

And other estate by donation not exceeding annual value of $5,000.

2. The Persons named in the first Section of this Act shall compose the first Council of the Corporation, and the Council for the time being shall have power to frame a Constitution for the said Corporation, and to alter the same when it shall be deemed expedient, and to make all such By-laws, Rules and Regulations for the admission into, and general management of, the said College, not being contrary to this Act, or to the Laws in force in this Province, as shall be deemed useful, or necessary, for the interest of the said Corporation, and for the payment of Officers, Masters, Teachers and Employés, and generally for all purposes relative to the conduct and well working of the Corporation and the management and business thereof, and from time to time to repeal, alter and amend such By-laws, or any of them, and shall have power to appoint such Officers, Masters, Teachers and Servants as they deem right, for the management of the said College, and to remove them at pleasure and appoint others in their places, and shall, and may, do, execute and perform, all and singular other the matters and things relating to the said Corporation and the management thereof, or which shall, or may, appertain thereto, subject nevertheless to the Rules, Regulations, restrictions and provisions hereinafter prescribed and established.

First Council and their powers.

Make By-laws.

Repeal and alter, etcetera.

General management.

3. The rents, revenues, issues and profits of all Property, Real and Personal, held by the said Corporation, shall be appropriated and applied solely to the maintenance of the said Corporation, and the construction and repairs of the Building requisite for the purpose of the said Corporation, and to the advancement of education by the instruction of Youth, and the payment of the expenses to be incurred for objects legitimately connected with, or depending on, the purposes aforesaid.

Appropriation of Rents, etc.

4. That all and every the Estate and Property, Real and Personal, held by any Person, or Persons, as Trustees for, or on behalf of, the present Lord Bishop of Ontario, for the purposes of the said College Institution, and all debts, claims and rights whatsoever, due and to become due to the present Lord Bishop of Ontario, or any Person, or Persons, for the purpose of the said College Institution, shall be, and are hereby, vested in the Corporation hereby established, and all debts due by the said Trustees in their said quality, or by any other Person, or Persons, on behalf of the said

Property now held in Trust to be vested in the Corporation.

College Institution, shall be paid, and discharged by the said Corporation, and the By-laws, Rules, Orders, and Regulations now made for the management of the said College Institution, shall be, and continue to be, By-laws, Rules, Orders and Regulations of the said Corporation, until altered, or repealed in manner herein provided for.

Power to Appoint Officers, Masters, etcetera.

5. The Corporation shall have power to appoint and remove at pleasure such Attorney, or Attorneys, Administrator, or Administrators, of the Property of the Corporation, and such Officers, Masters, Teachers and Servants as shall be necessary for the well conducting of the business and affairs thereof, and to allow them compensation for their services, and shall be capable of exercising such other powers and authority for the well governing and ordering of the Officers, Masters, Teachers and Servants of the said Corporation as shall be prescribed by the By-laws, Rules, Orders and Regulations of the said Corporation.

Vacancies in the Council. How filled.

President.

6. In case of any vacancy occurring in the number of the Members of the Council by absence from the Province, death, resignation, removal, or otherwise, such vacancy shall and may be filled up from time to time by the Lord Bishop of Ontario, for the time being, who shall be the President of the Council. In his absence at any Meeting of the Council, a Chairman shall be chosen by the Members present, or a majority of them.

Corporation to make return, etcetera, to the Government of their Property.

7. The Corporation shall at all times, when thereunto required by the Lieutenant-Governor, or Legislative Assembly, make a full return of their Property, Real and Personal, and of their Receipts and Expenditure for such period, and with such details and other information as the Lieutenant-Governor and Legislative Assembly may require.

Public Act.

8. This Act shall be deemed a Public Act.

31st VICTORIA, CHAPTER LVII.

AN ACT TO INCORPORATE THE BISHOP STRACHAN SCHOOL.

The Right Honourable Charles Stanley, Viscount Monck, Governor General.

(Received the Royal Assent on the 4th of March, 1868).

Preamble.

Whereas the Reverend John Langtry and others have, by their Petition, represented that they, with others, are establishing a School for the Education of Girls in the City of Toronto, under the name and title of the Bishop Strachan School; And whereas, the usefulness of the said School will be extended, and the purposes for which it is formed will be promoted by an Act of Incorporation; Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of Ontario, enacts as follows:—

School Incorporated.

1. The Lord Bishop of the Diocese of Toronto, for the time being, the Reverend George Whittaker, Provost of Trinity College; the Reverend John Langtry, M.A.; the Honourable John Hillyard Cameron; Mr. Charles J. Campbell; Mr. Clarkson Jones; and Mr. William Ince, and their Successors, shall be and are hereby constituted a body, politic and corporate, under the name of the Corporation of "Bishop Strachan School," and shall have perpetual succession and a Common Seal, and shall have power to add to their numbers and appoint their Successors, by election, or otherwise, as may be the said Corporation be determined upon.

Corporation may hold real and personal estate not exceeding $8,000.

2. The said Corporation may, from time to time, and at all times hereafter, purchase, acquire, hold, possess and enjoy, and may have, take and receive, for them and their successors, to and for their actual use and occupation only, any Lands, Tenements and Hereditaments, and Real and immoveable Property and Estate within this Province, so as the annual value of the same does not exceed Eight thousand dollars; Provided always, that such Real Estate, so held by the said School hereby incorporated, shall be such and such only, as may be absolutely required for the purposes of the School, for Buildings, Residences for Teachers and Officers and Grounds pertaining thereto, and for the purposes of such School only; and Provided also, that the said Corporation may mortgage, sell, alienate, and dispose of the said Property whensoever they may deem it proper to do so; and the Corporation may further acquire any other Real Estate, or interest therein, so as the same does not exceed the annual value of Five thousand dollars, by gift, devise, or bequest, if made at least six months before the death of the Party making the same, and may hold such Estate and interest therein for a period of not more than seven years, and the same, or any part, or portion thereof, or interest therein, which may not within the said period have been alienated, or disposed of, shall revert to the party from whom the same was acquired, his Heirs, or other Representatives, and the proceeds of such Property as shall have been disposed of during the said period may be invested in the Public Securities and County Municipal Debentures, for the use of the said Corporation.

And other estates by donation not exceeding annual value of $5,000.

Election of Council.

3. The first Council of the said School, shall consist of the Lord Bishop of the Diocese of Toronto, for the time being, who shall be the President of the said Council, and sixteen Members to be elected at a Meeting of the Contributors of the said School, who shall have subscribed the sum of five dollars and upwards, such Meeting to be hereafter held under such Rules and Regulations as the Provisional Committee of the said School now acting in that behalf, shall deem expedient and adopt for that purpose.

Powers of Council.

4. The said Council, so to be elected as aforesaid, shall have the control, management, and government of said School, and shall have power to make Rules, Regulations, and By-laws, for the working and management thereof, provided, the same be not made contrary to law, or to the provisions of this Act, and may also determine upon the number of said Council which shall be considered a quorum thereof, and shall, in the absence of the said President, have power to appoint a Chairman to fill that Office during the absence of the said President; and shall have power to appoint, from among themselves, an Executive Committee, or Committees, and all the acts and doings of said Committee, or Committees, shall have full force and effect, as if the whole Council had joined in such acts, or doings.

May appoint an Executive Committee.

Council may increase or reduce their number by two-thirds vote.

5. The said Council shall have power, from time to time, if they see fit so to do, to increase, or reduce, the number of the said Council; Provided that, in no case, shall any alteration be made in the number of the said Council, unless by a vote of two-thirds of the Members of the said Council at the time entitled to vote, under the Rules and Regulations to be framed and provided by the said Council.

Vacancy in Council may be filled.

6. In case of a vacancy occurring by death, or otherwise, in the number of the said Council, it may be filled up in such manner as the said Council shall, by their Rules and Regulations, made in that behalf, determine upon.

Corporation to make return to Lieutenant-Governor when required.

7. The said Corporation shall, when required by the Lieutenant-Governor of the said Province of Ontario, make a return of its Property, Real and Personal, with such details and information as the said Lieutenant-Governor may require.

31ST VICTORIA, CHAPTER LVIII.

AN ACT RESPECTING THE LONDON COLLEGIATE INSTITUTE, AND TO CHANGE ITS NAME TO "HELLMUTH COLLEGE."

THE RIGHT HONOURABLE CHARLES STANLEY, VISCOUNT MONCK, GOVERNOR GENERAL.

(Received the Royal Assent on the 4th of March, 1868).

Preamble

Whereas the Very Reverend Isaac Hellmuth, Dean of the Diocese of Huron, Doctor of Divinity; the Very Reverend Henry James Grasett, Dean of the Diocese of Toronto, Bachelor of Divinity; the Reverend Edmund Baldwin, of the City of Toronto, Master of Arts; the Reverend William Wickes, of the City of London, Doctor of Divinity; the Honourable David Lewis MacPherson, of the City of Toronto, a Senator of the Dominion of Canada; the Reverend Arthur Sweatman, of the City of Toronto, Doctor of Laws; Mr. F. Wolferstan Thomas, of the City of London; and Major Richard John Evans, of the same place, lately of Her Majesty's 16th Regiment of Foot, have, by their Petition, represented that, by an Act of the Legislature of the Province of Canada, passed in the twenty-ninth year of Her Majesty's Reign, the School established in the City of London, by the said Isaac Hellmuth, was incorporated under the title of "The London Collegiate Institute." That the said Petitioners were the Trustees thereof, under the provisions of the said Act, and that, by the constitution of the said "The London Collegiate Institute," the Proprietorship and Capital thereof is divided into Shares of One Hundred Dollars each. That the said School has been in successful operation for more than two years. That the said Isaac Hellmuth was originally the sole proprietor of the said Collegiate Institute, but that several of the said Petitioners had since acquired Shares therein. That it was the wish of the said Petitioners that the said title of the said Institute shall be changed into that of "Hellmuth College," and that it may be declared that any Proprietor, or Holder, of any Shares in the Capital thereof should be free from any personal liability in respect of the debts, engagements, or obligations, of the said Institution, and prayed that an Act of the Legislature should be passed accordingly.

29 Victoria, Chapter 96.

Title London Collegiate Institutes.

Shares.

Original Proprietor.

Proposed change of Title.

And whereas it is expedient to grant the prayer of the said Petitioners.

Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of Ontario, enacts as follows:—

Title changed to Hellmuth College.

1. The title of the said hereinbefore mentioned Institution is hereby changed into that of "Hellmuth College," and by such title the same shall be henceforth know, taken and acknowledged.

Shareholders exempt from liabilities.

2. Any Proprietor, or Holder, of any share in the Capital of the said Institution, is hereby declared to be free from any individual, or personal, liability beyond the unpaid amount of any share, or shares, held by him, in respect to the debts, engagements, or obligations of the said Institution; Provided always, that nothing therein contained shall be construed in anywise to impair, lessen, or affect any such liability in respect of the present, (if any), existing debts, engagements, or obligations of the said Institution.

CHAPTER XVII.

PROCEEDINGS OF THE SENATE OF THE UNIVERSITY OF TORONTO, 1868.

February 5th, 1868. A number of Letters were read from Students and others, requesting certain modifications in the Statutes and Regulations affecting their special cases. After consideration, it was directed that replies be sent to the parties concerned, in accordance with the decision of the Senate relating to them.

(This rule was also directed to apply to all similar applications from Students and others during the academic year).

The Vice Chancellor introduced a Statute respecting the French and German Master in Upper Canada College.

Moved by the Vice Chancellor, seconded by Doctor L. W. Smith, That the said Statute be read a first time, and that, if necessary, the reading thereof may stand as a notice of a Resolution upon the same subject. (Carried).

The Vice Chancellor gave notice that at the next Meeting of the Senate he will present the Annual Report for the year 1867, and moved its adoption. And also at the next Meeting he will move the Senate to appoint the Examiners for the ensuing year.

Moved by the Vice Chancellor, seconded by Doctor Daniel Wilson, That Mr. Robert McKim be appointed Yeoman Bedel of the University. (Carried).

February 12th, 1868. The Vice Chancellor presented the Report of the Committee on Academics, recommending that the Hoods of Graduates should bear, as a distinctive mark, a narrow strip of white velvet under the silk, or fur, edging.

Moved by Doctor McCaul, seconded by Doctor Wilson, That the Report of the Committee on Academics be received and adopted. (Carried).

Moved by Doctor W. T. Aikins, seconded by Professor Croft, That, in consequence of the unfortunate closing of the Toronto Hospital, Candidates for the Degree of M.B., at the next Examination, shall not be required to present any Certificate of Hospital attendance during the Session of 1867-68. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Janitor of Upper Canada College be paid for his attendance during the last year upon Meetings of the Senate and of the Upper Canada College Committee, at the rate of one dollar for each Meeting of the Senate, and each Meeting of the Committee held upon any evening, other than that on which there was a Meeting of the Senate. (Carried).

Moved by the Vice Chancellor, seconded by Doctor L. W. Smith, That the salary of the Reverend Mr. Schluter, the French and German Master in Upper Canada College, be increased by the sum of One hundred dollars per annum, and that such increase do take effect from the first day of July, 1867, but that the salary mentioned shall be subject to the reduction specified in the Statute of the University. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Examiners of last year be re-appointed to conduct the April and May Examinations, and that new Examiners shall be appointed during the present Session to act from 1st of July, 1868, to 1st of July, 1869, and so on in subsequent years. (Carried).

The Vice Chancellor submitted the Draft of the Annual Report.

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Annual Report just read be received and adopted. (Carried).*

March 10th, 1868. The Vice Chancellor presented the Report of the Committee, to whom had been referred certain questions relating to the Faculty of Medicine. The Committee reported that they had examined the Statutes, by which the powers of the Medical Council are regulated, and that the subjects of Examination for Matriculation

*This Report was afterwards presented to the Legislature, but, as it was not printed by its order, no copy of it is now available for this History, although diligent inquiries have been made for it.

prescribed by the Medical Council are nearly the same as those contained in the University Curriculum, but that, with the view of producing a more complete assimilation, the subjects for Matriculation should be varied.

The Committee also recommended that Botany should be made a subject for the Primary Examination, and also for the Degree, and that a three months course of attendance upon Lectures in this subject shall be necessary. They also recommended that attendance upon Lectures during three Sessions should be required.

Moved by the Vice Chancellor, seconded by Doctor Wilson, That the Report just read be received and adopted. (Carried).

Moved by Doctor Wilson, seconded by Professor Croft, That the Registrar prepare a Circular to be addressed to all Graduates of the University, informing them of the changes introduced in the Academic Hoods, and inviting them to adopt the same. (Carried).

The Vice Chancellor introduced a Statute founded upon the Report of the Committee in the Medical Course. Moved by the Vice Chancellor, seconded by Professor Croft, That the Statute be read a first time. (Carried).

Moved by Doctor Wilson, seconded by Mr. G. R. R. Cockburn, That the prepared text of part of Chaucer's Canterbury Tales, issued from the Oxford Clarendon Press, be added to the Text Books in English Literature for the first year. (Carried).

Moved by Doctor Wilson, seconded by Professor Croft, That "Schwegler's History of Philosophy" be substituted in the place of "Tinneman's History of Philosophy" in the Department of Metaphysics and Ethics. (Carried).

April 28th, 1868. There not being a quorum present, the Senate adjourned.

May 4th, 1868. In the absence of the Chancellor and Vice Chancellor, Doctor Wilson moved, seconded by Professor Cherriman, That Doctor McCaul do take the Chair. (Carried).

The Vice Chancellor's Report on the results of the recent Examinations in Medicine was submitted, and that its adoption was postponed to a future Meeting of the Senate.

Doctor McCaul moved, seconded by Mr. J. E. Thomson, That the changes in Text Books in Modern Languages, as stated in the Programme submitted to the Senate on the 10th of March, are hereby adopted. (Carried).

May 7th, 1868. In the absence of the Chancellor and Vice Chancellor, it was moved by Professor Cherriman, seconded by the Reverend Doctor Barclay, That Doctor McCaul do take the Chair. (Carried).

Doctor Wilson introduced a Statute to amend the Statute on the Starr Medals in Medicine. Moved by Doctor Wilson, seconded by Professor Cherriman, That the Statute be read a first time. (Carried).

Moved by Professor Cherriman, seconded by Mr. J. H. Morris, That Todhunter's Theory of Equations" be substituted for "Hymer's Theory of Equations," as a Text Book in the Mathematics of the Third Year. (Carried).

May 11th, 1868. The Vice Chancellor presented his Report on the recent Examination in the Faculty of Medicine.

On motion of Doctor Wilson, seconded by Professor Cherriman, the second reading of the Statute, amending the Statute respecting the Starr Medals was adjourned until the next Meeting.

Read a Petition from Mr. W. R. Meredith, stating that he had passed the Examination for Degree of LL.B. in 1862, but had been unable to attend in order to receive that Degree, and praying that the Degree might be conferred "*munc pro tunc.*"

Read a Letter from Mr. W. D. Ballantyne, stating that he had passed his first and second years' examination in Arts at the University and had attended University College for a portion of the third year, that he had been obliged to remove to Iowa in the United States, where he was employed as a Clergyman, that he was desirous of receiving his Degree from the University, but could not attend for two examinations,

and praying that he should be allowed a dispensation from Lectures and to present himself for the examination for the Degree, taking the work of the Fourth Year and the History of Chemistry, Elements of Civil Polity, Natural Theology and Evidence of the Third Year. This Letter was referred to a Committee.

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Senate are of opinion that no further action can at present be taken upon Mr. W. R. Meredith's Petition than to allow him to present himself for his Degree at the next Convocation. (Carried).

The Report of the Vice Chancellor on the results of the recent Medical Examination was read, in which the following recommendations were made, which were approved.

For Gold Medal, Brown, J. P.; for Silver Medals, Hunt, R. H., and Howe, T. C.; for Starr Medals, Hunt, R. H., Brown, J. P., and Cassidy, J.

Scholarships were also awarded to Mr. J. E. Grahame, Mr. A. Greenlees and Mr. J. Y. Moore.

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Report be read and adopted. (Carried).

Moved by Doctor Wilson, seconded by Doctor McCaul, That the Statute amending the Statute relating to the Starr Medals be read a second time. Moved in amendment by Mr. J. H. Morris, and seconded by Mr. Thomson, That the Statute relating to the Starr Medals be amended by limiting the Competitors for the Medals to Graduates.

Moved in amendment by the Reverend Doctor Barclay, and seconded by the Reverend Doctor Lillie, That the Statute introduced by Doctor Wilson, with the amendments proposed by Mr. J. H. Morris, be referred to a Committee, consisting of the Vice Chancellor, Doctor W. T. Aikins, Doctor McMichael, Mr. D. E. Blake and Mr. J. H. Morris, to report on the legal question involved in the amendment.

The Vice Chancellor introduced a Statute, amending the Statute respecting Honours in the Faculty of Medicine.

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Statute just introduced be read a first time. (Carried).

June 4th, 1868. Read a Memorial from the Reverend Doctor O'Meara, with reference to his Son, Mr. James D. O'Meara, Student of the Second Year in the Faculty of Arts, stating that his Son had taken first class Honours.

The Vice Chancellor presented the Report of Committee to whom the Memorial of Mr. Ballantyne had been referred, whereby it was recommended that, under the special circumstances stated by him, he be granted a dispensation from further attendance upon Lectures, and that he be allowed to present himself for the final Examination for the Degree of Bachelor of Arts, omitting the subjects in which he has been already examined: videlicet, the Mathematics of the First Year, and the Logic, Metaphysics, Ethics and Natural Sciences of the Second Year, but being required to be examined in History and the Elements of Civil Polity of the Third Year.

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Report of the Committee be received and adopted. (Carried).

The Vice Chancellor presented a report on the results of the recent Examination in the Faculties of Law and Arts, and the School of Civil Engineering, which was as follows:—For the Degree of LL.B., four Candidates presented themselves, all of whom passed. Mr. W. P. R. Street was recommended for the Gold Medal, and for Scholarships in the Faculty of Law; Third Year, Mr. F. Fenton; Second Year, Mr. A. Bell. In the Third Year, Mr. J. M. Gibson was nearly equal to the successful Candidate, and the Examiners were of the opinion that inasmuch as no Scholarship was awarded at the Matriculation Examination, nor in the First Year in this Faculty, a Scholarship of £20 might be granted to Mr. Gibson.

In the Faculty of Arts, all the Candidates for the Degree of B.A. passed satisfactorily, except Mr. Jewell. Mr. William Mitchell presented himself for this Examination, but the Examiners were clearly of the opinion that, as he had not taken advantage

of the privilege accorded to him by the Senate of passing a supplementary Examination in September last, upon payment of a fine, he was not entitled to present himself for the Degree.

The following Gentlemen are recommended for Medals:—

Classics	Gold Medal		Mr. A. Cassels.
Mathematics	Gold Medal		Mr. J. Galbraith.
Mathematics	Silver Medal		Mr. A. Hamilton.
Natural Sciences	Gold Medal		Mr. C. T. Atkinson.
Natural Sciences	Silver Medal		Mr. R. H. Delamatter.
Modern Languages	Silver Medal	1.	Mr. W. Macdonald.
Modern Languages	Silver Medal	2.	Mr. H. M. Deroche.
Metaphysics and Ethics	Gold Medal		Mr. W. H. Rennelson.
Metaphysics and Ethics	Silver Medal		Mr. J. E. Croly. Mr. J. Bouce.

Prizeman in Oriental Languages, Mr. W. H. Rennelson. The Prince of Wales' Prize was awarded to Mr. J. Galbraith.

In the Third Year the Scholarships have been awarded as follows:—Classics, Mr. J. Burnfield; Mathematics, Mr. A. Baker; Natural Science, Mr. C. R. W. Biggar; Modern Languages, Mr. R. E. Kingsford; Metaphysics, etcetera, Mr. M. Cumming; General Proficiency, 1st, Mr. M. Cumming; 2nd, Mr. Kingsford, (£35); 3rd, Mr. J. Scringer, (£15).

Prize for Oriental Languages, Mr. W. McKay.

In this year, special attention is drawn to the case of Mr. T. Langton, a Candidate for Honours in the Department of Classics. He attended all but one of the examinations in the Department. His answers to the papers he had taken were of such good merit that he is entitled upon his marks to be ranked in the First Class, but under the special circumstances, the Examiners have thought that it would only be justice to Mr. Langton, to place him in the First Class, with an *agrotat*, without ranking him in the Class.

In the second year, the following are the Scholars recommended:—Classics, Mr. Grasett; Natural History, Mr. Spencer; Modern Languages with History, Mr. Gibson; Logic, Metaphysics and Ethics, Mr. Harcourt; General Proficiency, Mr. Coyne; Prizeman in Oriental Languages, Mr. Kay.

In the First Year the following are the recommendations for Scholarships:—Classics, Mr. W. Dale; Mathematics, Mr. Dale; General Proficiency, 1st, Mr. Dale, 2nd, Mr. Teefy, 3rd, Mr. H. Fletcher, 4th, Mr. T. F. Fotheringham, (£25), 5th, Mr. Houston, (£15).

In the School of Civil Engineering, Mr. H. Kippax passed a satisfactory examination.

In Agriculture, Mr. J. H. Hughes, a Student in the Faculty of Arts, competed for the Prize of the First Year. In March, he applied to the Registrar to enter him in the School of Agriculture, and tendered a fee, with the avowed intention of competing for the Prize. The Registrar declined to enter him as an eligible Candidate. The Examiners, being of opinion that the Registrar's view was correct, did not entertain the question of Mr. Hughes' claim to the Prize.

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Report of the Vice Chancellor upon the recent examination in the Faculty of Law and Arts, and in the School of Civil Engineering, be adopted, except that, in respect of the recommendation of the Examiners, as to a Scholarship to Mr. J. M. Gibson, it cannot be acceded to under the Statute respecting Scholarship in the Faculty of Law. (Carried).

June 8th, 1868. The application of Messieurs Mitchell and Jewell, asking the Senate to reconsider the report of the Vice Chancellor upon the result of the Examinations in Arts was read. The Vice Chancellor also brought before the Senate the case of Mr. Sinclair of the Second Year, who it now appears was First Class in Mathematics. The consideration of these cases was deferred.

The Senate then adjourned to the Convocation Hall, where Degrees were conferred and Scholars admitted as recorded in the Convocation Book.

June 26th, 1868. In the absence of the Chancellor and Vice Chancellor, moved by Professor Cherriman, seconded by the Reverend Doctor Jennings, That Doctor McCaul do take the Chair. (Carried).

Moved by Mr. T. A. McLean, seconded by Mr. J. H. Morris, That the list of Examiners for the year, beginning on the 1st of July, 1868, and ending on the 1st of July, 1869, was approved. (Carried).

Moved by Professor Cherriman, seconded by Mr. T. A. McLean, That, inasmuch as it appears from the Report of the Examiners, that no Scholarship was awarded in Mathematics, but that Mr. A. Sinclair would have been entitled to that Scholarship, if he had passed the Examination in Classics, the Senate, while desiring to affirm the principle that no one is entitled to a Scholarship, unless he passes the Examination in all the subjects of the year, is of opinion, that, under the special circumstances of this case, and having regard to the fact that there was no competition, whose claims can be prejudiced, Mr. Sinclair may be allowed to receive the stipend, upon passing the usual supplemental Examination in Classics. (Carried).

Moved by the Reverend Doctor Jennings, seconded by Doctor W. T. Aikins, That the Vice Chancellor, Doctor McCaul and Professor Cherriman, be a Committee, with power to dispose finally of the cases of Messieurs Jewell and Mitchell, which were deferred from last Meeting. (Carried).

October 3rd, 1868. Doctor McCaul, Chairman at the Meeting of the Examiners, presented the Report, from which it appears that, three Candidates presented themselves for Senior Matriculation in Arts, of whom Mr. J. Campbell and Mr. W. Smith passed, and Mr. R. Brown was rejected.

Thirty-nine Candidates presented themselves for Junior Matriculation in Arts, of whom thirty-six passed, and were admitted.

In Medicine, there were eleven Candidates, of whom nine passed, and two were rejected.

In Civil Engineering, three passed, and three were rejected.

In Agriculture, the only two Candidates passed.

The Committee reported that eight other Students passed in various years and two were rejected.

The following recommendations were made for Scholarships:—

Arts.—Junior Matriculation.—Classics, 1st, Fletcher, 2nd, White, (£20); Mathematics, 1st, Punshon, 2nd, Nicholls; General Proficiency, 1st, Fletcher, 2nd, Punshon, 3rd, Crerar, (£15), and Clarkson, (£15); Medicine, Zimmerman.

Moved by Doctor Wilson, seconded by Professor Cherriman, That the Report just read be received and adopted. (Carried).

October 6th, 1868. A number of applications were read from Students, and it was directed that the decision, (in their respective cases by the Senate), be communicated to them.

The Vice Chancellor communicated to the Senate that the office of Librarian was now vacant, owing to the recent decease of the Reverend Alexander Lorimer, M.A.

Applications for the Office of Librarian from the following were read, videlicet:—Mr. J. E. Thomson, B.A., the Reverend Robert Cameron, B.A., and Mr. Alexander Brown, Assistant Librarian.

Moved by the Vice Chancellor, seconded by Doctor McCaul, That Doctor Wilson, the Reverend Doctor Barclay, the Reverend Doctor Jennings, and the Reverend Mr. Davison, be Members of the Library Committee for the ensuing year, in addition to the *ex-officio* Members. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, That Doctor Croft and Mr. J. H. Morris be the Members of the Grounds Committee for the ensuing year, in addition to the *ex-officio* Members. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, That Professor Cherriman and Doctor L. W. Smith be appointed Members of the Observatory Committee, in addition to the *ex-officio* Members. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the applications of the following Students of Queen's College, Kingston, to be admitted *ad eundem statum* be granted, videlicet:—Mr. William Malloy of the Fourth Year, Mr. Mark R. Rouse of the Third Year, Mr. William D. Mulock of the Fourth Year. (Carried).

Moved by Doctor McCaul, seconded by Doctor W. T. Aikins, That respecting the application of Mr. John Walker, the Registrar be directed to inform him, that, being a Matriculant of the University of Durham, and presenting a Certificate to that effect he would be admitted *ad eundem statum* in this University, and that on presenting proper Certificates of having attended certain courses in Medicine and Surgery all such courses would be allowed him in this University, but that the other requirements of the University Statute for the Degree of M.B. be adhered to. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, Referring to the recent decease of the Reverend Alexander Lorimer, M.A., Librarian of the University, the Senate is desirous to express its sympathy with his Widow and Family in their bereavement, and to place on record its high sense of the faithfulness and efficiency with which he discharged the duties of his office. (Carried).

The Vice Chancellor introduced a Statute amending the Statute respecting the Library. Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Statute amending the Statute respecting the Library be read a first time. (Carried).

The Vice Chancellor introduced a Statute, respecting the Faculty of Medicine. Moved by the Vice Chancellor, seconded by Doctor W. T. Aikins, That the Statute respecting the Faculty of Medicine be read a first time. (Carried).

Moved by Doctor W. T. Aikins, seconded by Professor Croft, That the Degree of Doctor of Medicine be conferred on Mr. William Hutchins Covernton,, a Bachelor of Medicine of this University, and now practising Physician at Buenos Ayres, without the necessity of his being personally present to receive such Degree, and, upon his writing the usual Thesis, the Diploma be issued to him accordingly. (Carried).

Doctor Wilson introduced a Statute relating to Medals in the Faculty of Medicine. Moved by Doctor Wilson, seconded by Professor Cherriman, That the Statute just introduced be read a first time. (Carried).

The Registrar was directed to reply to the Students, who had applied for dispensations, that the Senate had declined to grant their requests.

Moved by Doctor Aikins, seconded by Judge Boyd, That Doctor Adam Crooks be now elected Vice Chancellor of this University for the ensuing two years. (Carried).

October 16th, 1868. Read an application from Mr. W. H. Vandersmissen, M.A., for the position of Librarian of the University.

The Registrar informed the Senate that a Thesis for the Degree of Doctor of Medicine had been received from Mr. W. H. Covernton of Buenos Ayres.

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Statute relating to the Library be now read clause by clause. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the first Clause of the Statute be read a second time and adopted. (Carried).

Moved by Mr. J. H. Morris, seconded by Doctor L. W. Smith, That Mr. John Edgeworth Thomson, Bachelor of Arts, be Librarian of this University, and that his name be inserted in the second clause of the Statute. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Statute relating to the Library be now read a second time and passed. (Carried).

Moved by the Vice Chancellor, seconded by Doctor Wilson, That the Statute respecting the Faculty of Medicine be read a second time and passed. (Carried).

October 23rd, 1868. Read a Memorial from Mrs. Lorimer, Widow of the late Librarian, praying that, in consideration of his long services, the Senate would be pleased to grant some gratuity to his family.

Read a Letter from Mr. G. H. Trenholme, M.B., and B.C.L. of McGill College, asking to be allowed to present himself for the Degree of B.A. without any attendance upon Lectures, and enquiring what exemptions the Senate might be pleased to grant in consideration of his Degree.

Moved by the Reverend Doctor Jennings, seconded by Doctor McCaul, That the Memorial of Mrs. Lorimer, Widow of the Reverend Alexander Lorimer, B.A., Librarian of this University, be transmitted by the Registrar for the consideration of his Honour the Lieutenant-Governor-in-Council, with the respectful recommendation of the Senate that His Honour-in-Council may be pleased to comply with the prayer of this Memorial, and grant, from the General Income Fund of the University, such gratuity as may seem fit, having regard to the very faithful and efficient performance by the late Mr. Lorimer of his duties as Librarian. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, That Mr. Trenholme be allowed to present himself for examination for the Degree of Bachelor of Arts, omitting such of the subjects of the Course as he may have passed in McGill College. (Carried).

Moved by the Vice Chancellor, seconded by Doctor McCaul, That the Statute relating to the Starr Medals be referred to a Committee consisting of the Vice Chancellor, Doctor McCaul, Doctor Wilson, and Professor Cherriman. (Carried).

CHAPTER XVIII.

PROCEEDINGS OF THE CHURCHES IN REGARD TO UNIVERSITY MATTERS, 1868.

I. THE METHODIST CHURCH, REPRESENTING VICTORIA UNIVERSITY, 1868.

Proceedings of the Board of Victoria College University.

May 5th, 1868. The President of the College presented the College Calendar for the year. He also presented a Report on behalf of the Committee appointed to consider the proposal of the Truseees of the Cobourg Grammar School, and read to the Board the Memorandum of Agreement between said Trustees and the Committee acting on behalf of the Board. The Report and the Memorandum were adopted.

The subject of graduation Fees in Medicine having been brought up and some general conversation following, it was moved by Doctor W. H. Brouse, seconded by Mr. B. M. Britton, and,—

Resolved, That the Dean of the Medical Faculty of the University be requested to attend this Board and make such statements as he may desire respecting this matter, and the subject be referred to a special Committee to report as soon as possible. In accordance with the above Resolution the Honourable Doctor Rolph attended at the Board Meeting, and made a representation of the views of the Faculty.

It was then moved by Mr. J. H. Dumble, seconded by Mr. William Beatty, and,—

Resolved, That the Medical Faculty be at liberty to retain the graduation Fees for the present year, and apply the same in accordance with the terms of the original Agreement between the Medical School and the University. The President of the College, Doctor W. H. Brouse, Mr. William Beatty and Mr. J. H. Dumble were appointed as the Committee to confer with the Dean.

It was moved by the Reverend Doctor Nelles, seconded by the Reverend I. B. Howard, and,—

Resolved, That the Conference Annual College Meeting be recommended to apply to the Legislature for an amendment of the Charter of the University, so as to reduce the quorum of the Senate to eight, and to alter the method of giving notice of Meetings of the Senate.

It was moved by the Reverend Doctor Nelles, seconded by the Reverend R. Jones, and,—

Resolved, That the President of the College be authorized to request the Registrar of the University to accept from the graduation Fees the sum of Fifty dollars, as a small gratuity in consideration of his services as Registrar.

The Secretary of the Board presented and read the Minutes of the Proceedings of the joint Committee of Queen's and Victoria Colleges, giving the outlines of a plan for the affiliation and endowment of the various Colleges of Ontario in one National University. (See the XXth Chapter of this Volume).

It was moved by the Reverend Doctor S. D. Rice, seconded by Doctor W. H. Brouse, that the proposed plan of affiliation be adopted.

On this motion a discussion took place, during which several modifications were proposed, and a strong desire expressed by some Members of the Board to retain the present University powers and independency of action of Victoria College, without affiliation with any other Institution.

May 6th, 1868. The Report of the Committee appointed to secure the services of a Professor of Mathematics having been considered, it was moved by the President of the College, seconded by Mr. Dean, and,—

Resolved, That Mr. Abram Bain, B.A., be appointed to the Chair of Mathematics, in accordance with the Resolutions of last July, upon the understanding that Mr. Bain shall spend from one to two years in Europe, at his own expense, in further preparation for the duties of the Chair.

The Treasurers of the College presented their financial Reports for the year. It was moved by the Reverend I. B. Howard, seconded by Doctor Michael Lavell, and,—

Resolved, That the Reports be adopted, subject to the Report of the Auditors on the financial statements contained therein.

The following Memorandum of Agreement between Cobourg Grammar School and Board of Victoria College was considered:—

At a Conference held between the Board of the Grammar School Trustees, Cobourg, and the Reverend Doctor Nelles, Reverend R. Jones and Mr. W. Kerr, (a Committee from the Authorities of Victoria College), it was agreed:—

1. That in every particular the requirements of the Grammar School Law shall be observed.
2. That the Local equivalent required as a condition of receiving the Legislative Grant shall be furnished by Victoria College, and shall be paid over to the Treasurer of the Grammar School Board.
3. That, in view of receiving this Local equivalent from the College, the Grammar School Board shall make adequate provision for the instruction and discipline of such Pupils as have been wont to attend the preparatory department of the College, such provision in instruction to be restricted to Branches embraced within the Grammar School Programme of Studies.
4. That to effect this object more particularly so as to afford facilities to any Students who may wish to take Classes in both School and College, suitable School accommodation shall be provided in the immediate vicinity of the College, say in the vacant Baptist Church.
5. That Students desirous of pursuing a partial, or special, Course shall have the privilege of attending one, or more, Classes in the Grammar School, paying only for attendance at such Classses at a rate to be agreed upon by the Board and the College Authorities.
6. That, in the case of more than two Masters required for the efficient conducting of the Classes, the services of Professors in the College may be obtained to teach some

of these Classes, who shall be remunerated according to the number of hours during which they may be so engaged.

7. That the Fees shall be for all Classes in the Grammar School $3.50 per term.

8. That, with the view of maintaining a wholesome Christian discipline in the School, and of enabling the Faculty of the College to superintend the studies of Pupils more especially placed under their care, the Masters shall be expected to meet with the Faculty of the College from time to time and give such information regarding the Classes generally, and any Pupils in particular, in whom the faculty may be specially interested, as the Faculty may desire.

N. W. POWELL, Secretary of the Board of Grammar School Trustees.

COBOURG, September 7th, 1867.

June 2nd, 1868. The Treasurers laid before the Board the Estimates for the ensuing year and explained the several details of the same. The Estimates were then adopted.

The Board proceeded to consider the best method of raising the amount necessary to meet the expenses of the College for the coming year.

It was movd by the Reverend Doctor Anson Green, seconded by the Reverend I. B. Howard, and,—

Resolved, That the Educational Committee of the Conference be requested to loan to the College, without interest for the present, the amount of Funds which may be at their disposal at the close of the Conference.

Moved by the Reverend I. B. Howard, seconded by the Reverend G. R. Sanderson, and,—

Resolved, That the Conference be requested to allow the ordinary Educational Collection to be suspended for the present, and, instead thereof, a collection be taken up in all our Congregations to aid in meeting the current expenses of the College.

The thanks of the Board were tendered to the Treasurers for their valuable services during the year. Also to Mr. J. H. Dumble, LL.B., for valuable assistance rendered by him to the Treasurer in securing banking accommodation.

June 10th, 1868. The Conference Annual College Meeting met this day, the President of Conference, the Reverend William Morley Punshon, M.A., in the Chair.

The Balance Sheet was read and explained by Mr. William Kerr, Bursar of the College, and the general Financial Report for the year was read by the Reverend R. Jones, Clerical Treasurer.

The President of the College presented a series of Resolutions recommended by the College Board for the adoption of the Annual Meeting, having reference to the Endowment of the College and its claims upon the Legislature.

These Resolutions were unanimously adopted, as follows:—

Whereas it is declared in the University Act of 1853 that former enactments have failed to effect the end proposed by the Legislature in passing them, inasmuch as no College, or Educational Institution hath, under them, become affiliated to the University to which they relate, and many Parents and others are deterred, by the expense and other causes, from sending the youth under their charge to be educated in a large City, distant, in many cases, from their homes; and Whereas, it is in the said Act further declared, that, from these and other causes, many do, and will, prosecute, and complete, their studies in other Institutions in various parts of this Province, to whom it is just and right to afford facilities for obtaining those scholastic Honours and Rewards which their diligence and proficiency may deserve, and thereby to encourage them and others to persevere in the pursuit of knowledge and profound learning. Therefore, be it,—

Resolved, That for these, and other weighty considerations, it is still more unreasonable now than it was fifteen years ago, to suppose that the Collegiate Education of Ontario, with its mixed population and diversified predilections, can be adequately and justly provided for by the University of Toronto, consisting of one single College, located in the City of Toronto.

II. That Whereas, the several other Collegiate Institutions referred to in the said Act are still successfully employed in imparting education to large numbers of the youth of the land, and the manifest design of the Act in regard to them has been defeated, either by defects in the Act, or by the manner in which it has been administered; and Whereas, these Institutions have been in the receipt of Legislative aid continued and increased from time to time for more than twenty-five years, by various decisions of the Legislature, and Whereas the great usefulness of these Colleges, as a part of the Educational System of the Province is admitted, and their existence would be jeopardized by the threatened withdrawal of public aid: Therefore, be it,—

Resolved, That it is but just and proper that some measures should be adopted by the Legislature to sustain and improve these Colleges by endowing them either as distinct Universities according to their present Charters, or as affiliated Colleges in one national University, with a common Senate and a uniform system of instruction, Examination and governmental supervision.

III. That this Conference, being deeply impressed with the soundness and importance of the above views, as heretofore enunciated through its Memorials to the Legislature and other published Documents, pledges itself to employ all legitimate means for maintaining and giving effect to those views, and hereby earnestly requests the united and cordial co-operation of the Wesleyan people and public at large in a general movement for the establishment of a comprehensive and liberal system of Collegiate Education.

IV. That it is desirable to raise by voluntary subscriptions the sum of $100,000, as part of an Endowment for Victoria College, with special provision for the general and Theological training of Candidates for the Christian Ministry, and that the Reverend William Morley Punshon, M.A., President of the Conference, be solicited to devote to this work as much of his time and attention as his health may allow, and as may be consistent with his other duties.

It was further,—

Resolved, To suspend for the present year the ordinary Educational Collections, and to take up instead thereof a Collection in all our Congregations to aid in meeting the current expenses of the College.

The thanks of the Conference were presented to the Bursar and the Clerical Treasurer for their valuable services during the year.

Thanks were also tendered to the Reverend Doctor Ryerson, Reverend Doctor Green and Reverend Doctor Taylor for their efficient and successful services in obtaining from the Legislature of Ontario the usual Grant for the year.

Permission was granted to the Board to obtain from the Legislature an Amendment of the College Charter, so as to reduce the number necessary to form a quorum in the Senate, and to alter the method of giving notice of Meetings of Senate.

The Reverend Thomas Keough, Reverend W. S. Griffin, Reverend D. B. Madden and Reverend William Pollard were appointed Auditors.

The Report of Auditors for 1867-1868 was presented by the Reverend Thomas Keough, as follows:—

1. That they have carefully examined the Books and Accounts, including the Accounts of the graduation Fees, and have pleasure in stating that they are clearly and correctly kept, and that the Balance Sheet exhibited to us is a correct abstract therefrom.

2. Your Auditors paid special attention to the change which has been effected during the past year by the affiliation of the Cobourg Grammar School, and have satisfaction in saying that it has been a financial benefit, causing a saving in the past year of $686.

3. Your Auditors would remind the Annual Meeting that, even with the Legislative Grant of $5,000, the Institution could not be thoroughly and efficiently managed

without again getting into debt, and point out that now half a year's grant has been received in advance. The threatened withdrawal of the Legislative Grant requires that the Annual Meeting shall take measures to provide against such a contingency for all future time, and the safety of the College and the honour of our Methodist Body require that provision be now made for the coming year.

D. B. MADDEN, W. S. GRIFFIN, THOMAS S. KEOUGH, Auditors.

KINGSTON, 10th June, 1868.

August 12th, 1868. Mr. William Kerr, M.A., was appointed Clerical Treasurer.

The Members of the Board in Cobourg, with the Reverend William Pollard, Superintendent of Cobourg Circuit, were appointed a Committee on the repairs and contingent expenses of the College.

The Members of the Board in Toronto and Cobourg were appointed a Vigilance Committee to watch over the interests of the University with a view to Parliamentary action.

After some general conversation respecting the future sustentation of the College, it was unanimously,—

Resolved, That the President of the Conference be requested to consult with several of the leading Friends of the College in reference to raising an Endowment for the Institution, and after having ascertained what is likely to be obtained from them for this purpose, to call a Meeting of the Members of the Board and such other Persons, as he may think proper, in furtherance of this object.

The President of the College read to the Board a Communication received by him from the Dean of the Medical Faculty at Toronto, dated March, 1868, and relating to the appropriation of the graduating Fees in that Faculty. The Communication was referred to the Committee appointed to confer with the Dean on that subject, and the names of the Reverend Doctor Anson Green and Mr. A. W. Lauder were added to that Committee.

August 13th, 1868. The Honourable the Dean of the Medical Faculty was present by invitation, and made several nominations for the ensuing year.

Doctor Canniff of Belleville was, on nomination of the Dean, appointed to take the place of Doctor Newcombe. Permission was given to the Dean to employ John Widmer Rolph. M.D., as a Lecturer in the School.

December 5th, 1868. The Chairman of the Board stated that he had called the Board together on account of the circumstances in which the College was placed by the recent action of the Legislature in affirming again its determination to give no further support to "Denominational Colleges." He also pointed out to the Board the following courses as open for its adoption:—

1. To enter upon an agitation for several years with a view to the reversal of the decision of the Legislature, and, as essential to the success of this agitation, to establish a Daily Journal to afford the means of presenting the case to the Public.

2. The raising of an Endowment of at least $200,000 by voluntary effort, and the abandonment of any immediate attempts to secure the Public aid.

3. The removal of the College to Toronto, the restricting of its operations to the training of Candidates for the Christian Ministry, and the erection perhaps of a Boarding House for the special religious and domestic care of Wesleyan Youth.

Mr. A. W. Lauder, Doctor Anson Green, and the President of the College made some explanatory statements as to the recent debate and vote of the Legislature.

The several plans indicated by the President of the Conference were then freely discussed, after which the following Resolution was adopted,—

Resolved, That the Victoria University Committee, consisting of Members of the Board in Toronto and Cobourg, be instructed to watch the further proceedings of the Legislature in regard to superior education, and, if found advisable, to secure the introduction of a suitable Bill to provide for the support of "Denominational Colleges."

It was further agreed by the Board, that the Committee might be prepared to make certain concessions, so as to give the Government a degree of control over the Colleges, but not to the extent of an absolute surrender of the University Charter, or of the power of appointing the Professors.

It was decided to proceed with the movement for raising an Endowment of at least $100,000, as directed by the last Conference.

OFFICIAL DOCUMENTS AND PROCEEDINGS OF THE AUTHORITIES OF VICTORIA UNIVERSITY, 1868.

I. Memorial of the Board of the University of Victoria University to the Legislature, with Historical References and a Resumé of Proceedings on the University Question, January, 1868.

II. Circular of the Methodist Conference on the subject of Raising an Endowment of Victoria College, in consequence of the Proposed Withdrawal of the Usual Annual Legislative Grants to the Colleges. October, 1868.

III. Petition to the Legislature by the Board of Victoria University on the serious embarrassment to the Institution by the Withdrawal from it of the Annual Parliamentary Grant. November, 1868.

I. Memorial to the Legislature of the Board of Victoria University, with Historical References, and a Resume of the Proceedings of the College Authorities on the Provincial University Question. January, 1868.

To the Honourable the Legislative Assembly of Ontario.

The Memorial of the Board of the University of Victoria College respectfully sheweth, as follows:—

1. That this Institution was the first Academy of Education established in Upper Canada by voluntary contributions, and was the first Institution incorporated by the Canadian Parliament, with University powers, and the first to exercise those powers in behalf of Students who had honourably completed their prescribed Course of University Studies.

2. The heavy debt incurred in erecting and enlarging the Buildings of Victoria College, and which, when the Parliamentary aid granted was less than at present, had accumulated, through a series of years, to upwards of Forty thousand dollars, has been extinguished by the great and liberal exertions of the Supporters and Friends of the College; but its current expenses could never be defrayed without a large Endowment, or considerable annual aid from the Legislature.

3. The Authorities of Victoria College concurred in the three-fold object of the Provincial Act of 1853:—(1) The creation of one University for prescribing a Curriculum, Examining Candidates, and conferring Degrees in Arts, Law, and Medicine. (2) The establishment of an elevated Curriculum of University Education, conformable to that of the London University in England. (3) The association of the several Colleges already established, or which might be established, in Upper Canada, with the Provincial University, the same as various Colleges of different Denominations in Britain are affiliated to the London University,—placed on the same footing in regard to aid from the State, the composition of the Senate, and the appointment of the Examiners. But none of these objects having been carried into effect by those who had the power to do so; a large portion of the Capital, besides the Interest, of the Public University Endowment having been spent on a single Building, we were compelled to fall back upon the provisions of our own University Charter, and do the best we could for the educational interests of the Country.

4. The Authorities of Victoria College have even proposed that the Non-denominational Colleges should receive twice the Annual public aid,—besides the erection of its Buildings,—of any other College, while doing precisely the same work; but the proposal has not been entertained. We are still willing to act upon these great principles of national patriotism, and of equal justice to all parties and Colleges according to their works, as judged by a common standard and a Government Inspection.

5. We assume that it is as much the duty of the State to provide for the higher, as for the elementary, education of the Country, and the advanced civilization of a Country depends quite as much upon its superior, as upon its primary, education. This principle has been long recognized by the Canadian Legislature in the aid granted to Colleges, as well as by landed Endowments intended for Collegiate Education. In the Day School education, whether of the Common, or Grammar, School, it is the province of the Municipalities to co-operate with the State for the general elementary education of youth; but, in regard to Colleges, as the best experience of the most progressive Countries shows, it is the province of the Religious Denominations to act, and for the State to co-operate and encourage voluntary effort,—a system justified by public economy on the part of the State, and the wider diffusion of higher education throughout the land; for, at least, ten times the amount of Collegiate work and Collegiate success have been accomplished in Upper Canada by Denominational Colleges, in proportion to the amount of State aid given, as by the Non-denominational College System. It is the interest of civilization in a State that Collegiate, as well as elementary, Education should be diffused as widely as possible; but by whom that Collegiate Education is imparted is of little interest to the State, and only the narrowest minded selfishness, or bigotry, would prescribe but one Institution, or one agency for promoting such national objects and interests.

6. A large majority of those who have received a Collegiate Education in Upper Canada during the last fifteen years, have been educated in Denominational Colleges, notwithstanding the vast pecuniary advantages of State Endowments enjoyed by one Non-denominational College; the Religious Persuasions, who have erected and contributed so liberally to support those Colleges, constitute a large majority of the population of the Province; their exertions have conferred, and are conferring, the greatest benefit upon the Country; their convictions should not be ignored by just and patriotic statesmanship, nor their contributions and labours in behalf of education be disregarded by a liberal and progressive legislation.

7. The Denominations, indeed, constitute the Religion of the Country, the primary and most potent agency in the moral progress and civilization which distinguishes Upper Canada; and the Government and Legislature should be of the Religion of all the people, without the fanaticism, or exclusiveness, of any, and should not ignore it, and much less be antagonistic to it.

8. Victoria College has given a preparatory education to some thousands of youths, and a Collegiate Education to more than four hundred young men of Canada, who, in whatever part of the Country they are found, are distinguished by their energy, intelligence, liberality and patriotism,—Members of different Churches and Professions, and engaged in various useful employments and pursuits. No Religious test has ever been imposed upon either Students, or Professors in Victoria College; and the fact that the Reverend Doctor Ormiston, a distinguished Presbyterian Clergyman, was a Student, Graduate, Tutor, and Professor in the College, and that a learned and able Presbyterian Minister has been offered the Mathematical Chair in the College, and that among its Professors and Students have been Members of the Church of England and other Churches, is practical proof of the liberal character and catholic spirit of the College. There has never been a Theological Faculty in the College, nor a Theological Student as such. There has been usually from 5 to 15 young men at the College who were pursuing their literary education with a view to the Christian Ministry, as there

have been from 50 to 100 Undergraduates in Arts, who intended to engage in the Profession of Law, or Medicine, or in other pursuits; but as the one class of Students have paid all the College Fees and dues as much as the other class, and have equally contributed, in proportion to their number, to sustain the College, instead of being the slightest burthen upon any public Grant made to it in aid of its operations.

9. In confirmation of these statements may be deduced the following statistics from records of the College:—The whole number of Students, who have graduated and taken the Degree of B.A. in Victoria College is 108; in Medicine, 377; in Law, 10. These do not include *ad eundem*, or Honorary Degrees which have been granted. Of the 108 Graduates in Arts, 29 have entered into the Wesleyan Ministry; 5 have entered the Ministry of other Churches; 22 have entered the Profession of Law; 12 have entered the Medical Profession; 5 are Professors in Colleges; 15 are Masters of Grammar Schools; 8 are Merchants; 9 are Farmers, or unknown; 3 are Editors. During the last fourteen years, 1,398 young men have been educated at the Victoria College; average number of Students and Pupils sent into the Country per annum has been 100; average attendance has been 202; average attendance in the University Department, 90; average attendance in the Preparatory Departments of the College is 385. On the ground of these facts alone it is submitted, that Victoria College amply compensates the Country for the supplementary aid granted annually by Parliament to assist its operations.

It is the conviction of your Memorialists that the most efficient and equitable method of promoting the Collegiate Education in Upper Canada, is for the Legislature to make a Grant, or Endowment, in the aggregate for that purpose, and then distribute that Grant among the various Colleges in proportion to the work done, or the number of Students taught in each, according to a standard and inspection determined by the Government; as the Income of the Literature Fund in the State of New York is distributed among various Denominational and other Academies, according to the number of Pupils taught in certain subjects in each, as inspected by an appointed Member of the Regents of the State University. But until such, or some other just and general system of State co-operation with the Colleges is established, your Memorialists rely upon the justice and liberality of your Honourable House, and earnestly pray, for the continuance of that aid which the Legislature of United Canada has hitherto granted to Victoria College, which is so indispensable to its efficient operations, and which has always been, and ever will be, expended with a view to the strictest economy and the greatest good of the Country.

Signed by order, and in behalf, of the Board of the University of Victoria College.

Cobourg, January 13th, 1868. J. Elliott, Chairman. S. S. Nelles, Secretary.

II. Circular of the Methodist Conference to the Friends and Supporters of Victoria University, in consequence of the proposed Withdrawal of the Usual Legislative Grant to the College. October, 1868.

You are aware that for some years past considerable anxiety has been felt as to the permanent maintenance of Victoria College. The threatened withdrawment of the Grant, which has been annually voted to it, on the part of the Provincial Legislature, has tended to deepen this anxiety, and to render it necessary that those who have the College interests at heart should set themselves to devise liberal things in order to free an Institution so valuable from embarrassment, from dependence upon supplies which are precarious, and also from the continual presentation, even to a willing constituency, of its necessities and claims.

There has, moreover, been a deeply rooted and growing conviction of the necessity of securing for the rising Ministry of Methodism an efficient Theological Training. Impressed by these considerations, the Conference lately held in Kingston unanimously

agreed to the following Resolution:—That it is desirable to raise by voluntary subscription the sum of $100,000, as a part of an Endowment for Victoria College, with special provision for the general and Theological Training of Candidates for the Christian Ministry; and that the Reverend W. Morley Punshon, M.A., President of the Conference, be requested to devote to this work as much of his time as his other duties will permit.

It has been arranged, in the furtherance of the important object which these words express, that a Meeting of the Friends of the College shall be held in Cobourg, on Tuesday, November 10th,, at 10 o'clock, A.M. At this Meeting we respectfully, but very earnestly, solicit your presence and help. We entreat you not to look on this matter in the light of an ordinary pecuniary appeal.

It is superfluous to argue the importance of the systematic study of Theology, for those who are called to declare the whole counsel of God. But the College is already straitened, and it is evident to the Board and Officers that a crisis in its history has come, and that if it be not, by the present effort, lifted into the position which it should occupy, not only will the Ministry remain without being thoroughly furnished, but the result will be disastrous to the future usefulness of the College, if its existence be not imperilled among the educational agencies of the land.

We believe that this alternative cannot be contemplated for a moment. All the holy instincts of Methodism deprecate such a calamity,—a calamity to our Church,—a keen reproach upon her devotion to a great public principle, that Education should be based upon Religion; a calamity to yourselves, that you should drive your children to draw knowledge from a stranger's fountain, because your own is sealed; a calamity to the New Dominion, to whose mental and moral strength the College has already contributed so richly, and in whose highest interests it should, therefore, be sustained and endowed.

Praying you to give to this Communication your prompt and favourable attention, and invoking for the movement the direction of the Wisdom which cannot err, and of the Blessing which maketh rich.

We are, dear Friends, yours faithfully,

WM. MORLEY PUNSHON, M.A., President of the Conference.
LACHLIN TAYLOR, D.D., Co-Delegate.
SAMUEL S. NELLES, D.D., President of the College.
RICHARD JONES, WM. KERR, M.A., Treasurers.

TORONTO, October 15th, 1868.

III. PETITION TO THE LEGISLATURE OF THE BOARD OF VICTORIA COLLEGE UNIVERSITY ON THE SERIOUS FINANCIAL EMBARRASSMENT TO THE COLLEGE WHICH WILL BE CAUSED BY THE PROPOSED WITHDRAWAL OF THE PARLIAMENTARY GRANT. NOVEMBER, 1868.

TO THE HONOURABLE THE LEGISLATIVE ASSEMBLY OF THE PROVINCE OF ONTARIO.

The Petition of the Board of Victoria College, humbly and respectfully showeth:—

That it has hitherto been the policy of the Government of this Country to grant public aid for the support of University Education.

That, although, at the last Session of your Honourable House, intimation was given of the future withdrawal of the subsidy heretofore voted to Victoria and other Colleges, no steps were taken by the Legislature to secure to these Colleges an equivalent for the customary Grants;

That the loss of such Legislative aid would seriously embarrass the Colleges concerned, and even jeopardize their existence, it being impracticable at least, until after the lapse of many years, to make up by voluntary gifts the deficiency thus occasioned;

That the great usefulness of these Colleges is on every hand admitted, and as it is amply shown by the past history, while the expediency of including them in the public Collegiate System is expressly asserted in the University Act of 1853, wherein it is declared that "many persons do and will continue to prosecute and complete their Studies in such Institutions, to whom it is just and right to afford facilities for obtaining these Scholastic Honours and Rewards, which their diligence and proficiency may deserve;"

That the University Act of 1853, (which still remains unrepealed,) has ever been regarded by your Petitioners as an intended guarantee, on the part of the Legislature, of the rights and claims of the Colleges recognized in the said Act, and that this conviction has been justly strengthened by the large additions made, from time to time, to the sums voted by successive Parliaments, to these Colleges;

Wherefore, your Petitioners, relying on the justice and liberality of your Honourable House, earnestly pray for the adoption of some comprehensive Measure, whereby Victoria and other Colleges of the Province of Ontario may be suitably assisted from the public funds, and that the aid thus given may be determined by Statute upon equitable principles of apportionment, according to the character, usefulness, and reasonable claims of the respective Colleges.

WM. MORLEY PUNSHON, M.A., Chairman of the Board.
S. S. NELLES, D.D., Secretary.

TORONTO, November, 1868.

IV. MEETING AT COBOURG IN AID OF THE VICTORIA COLLEGE FUND.

A Meeting of Friends of Victoria College assembled in obedience to the call of Circular of Conference and the Victoria College Authorities, was held at Cobourg, on the 10th of November, 1868. The Reverend Wm. Morley Punshon, M.A., in the Chair.

Moved by Mr. John Macdonald, of Toronto, seconded by Mr. W. W. Dean, of Belleville, and,—

Resolved, That whereas the Conference has declared it to be highly desirable to create an Endowment for Victoria College, of at least One hundred thousand dollars, ($100,000), to put the College upon a basis of permanent prosperity, this Meeting, cordially approving of the design, pledges itself to do all it can to secure the same, and this Meeting further pledges itself to make provision for the training of the Christian Ministry in connection with the Wesleyan Methodist Church. (Carried unanimously).

Moved by the Reverend Ephraim Evans, D.D., of Hamilton, seconded by Doctor W. Canniff of Toronto, and,—

Resolved, That whereas it is very important that the Friends if Victoria College, and also of the general public, should be made acquainted with the claim and wants of the Institution at this stage of its history, and that an earnest appeal should be made for pecuniary assistance, this Meeting, therefore, recommends that a series of Public Meetings should be held for that object as soon as possible,—one such Meeting to be held in each Wesleyan District, at which the President of the Conference is respectfully requested to be present. (Carried unanimously).

Moved by the Reverend Doctor Lachlan Taylor, of Toronto, seconded by Mr. Thomas Dumble, Senior, of Cobourg, and,—

Resolved, That at the District Meetings arrangements shall be made to hold Circuit Meetings, and Deputations shall be appointed to visit each Circuit within the bounds of the several Districts, and these Deputations shall attend as many Meetings as may be deemed necessary, with the assistance of the Chairman of the District. (Carried unanimously).

Moved by Mr. Wm. Kerr, Mayor of Cobourg, seconded by Mr. D. W. Dumble, of Peterborough, and,—

Resolved, That all sums subscribed be paid in two equal annual instalments, the first on, or before, the first of November, 1869, and the second on, or before, the first of November, 1870. (Carried unanimously).

It having been suggested that, for the purposes of the Fund proposed to be raised, an additional Treasurer be appointed, it was moved by the Reverend Doctor Ryerson, seconded by the Reverend Doctor Nelles, and,—

Resolved, That Mr. John Macdonald, be appointed with the present Treasurers for the purpose specified. (Carried unanimously).

Moved by Mr. Wm. Beatty, M.P.P., seconded by Mr. John W. Kerr, M.A., and,—

Resolved, That, in the judgment of this Meeting, the educational necessities of the Province of Ontario, and a just regard for the feelings and convictions of all classes of the people imperatively require that some comprehensive Measure be adopted by the Legislature, whereby the several Colleges in the Country may be aided from the public funds, such aid to be determined by Statute upon equitable principles of apportionment. (Carried unanimously).

The Members of the Meeting then proceeded to give the most satisfactory proof of their determination to sustain the movement by tendering the following subscriptions:—

The Reverend W. M. Punshon, M.A.	$750	
The Reverend W. M. Punshon, M.A., also guarantees, in two years, an additional	2,250	
		$3,000
Mr. John Macdonald		2,000
Doctor Ryerson		1,000
Mr. W. H. Gibbs	$1,000	
and a conditional	1,000	
		2,000
Mr. Wm. Kerr		1,000
William Beatty, M.P.P.		500
Doctor Beatty		500
Mr. John Kerr		500
Mr. John H. Dumble	$500	
and a conditional	500	
		1,000
Doctor Nelles		200
Professor Burwash	$200	
and a conditional	200	
		400
Doctor Canniff	200	
and a conditional	200	
		400
Professor Rayner		100
Mr. Henry Hough		100
The Reverend Doctor Taylor		100
The Reverend Richard Whiting		100
The Reverend I. B. Howard		100
The Reverend D. Sutherland		100
The Reverend J. B. Clarkson		100
Mr. W. R. Bradley		100
Mr. Thomas Dumble, Senior	$100	
and a conditional	100	
		200
Mr. John Hayden		100
Mr. J. R. Sheffield		100
Mrs. William Kerr		100
Doctor Powell		50
Mr. N. Perry		50
Mr. George Guillett		50
Mr. W. H. Minaker		50
Mr. W. W. Dean		50
Mr. J. Salisbury		50
Doctor O. W. Powell		50
The Reverend E. Evans, D.D.		50
The Reverend Robert Fowler, M.D.		50
The Reverend Richard Jones		50
The Reverend E. B. Harper, M.A.		50
The Reverend James Hughes		50
The Reverend William Pollard		25
The Reverend Thomas Cobb		25
The Reverend Robert Corson		25
The Reverend Edward Barrass		25
The Reverend Charles Sylvester		25
The Reverend William McDonagh		25
The Reverend Andrew Smith		25
The Reverend Thomas Brock		25
Doctor Callender		25
Mr. W. L. Payne		25
Mr. Benedict		25

The thanks of the Meeting were accorded to the Managers of the Grand Trunk and Great Western Railways, in granting free return Tickets. The benediction was pronounced by the President, and the Meeting broke up thanking God and taking courage.

COBOURG, 10th November, 1868.

RICHARD JONES, Chairman.

At the Victoria College Meeting in Hamilton, the following sums were subscribed:—

Mr. Edward Jackson ..... $2,000 and a conditional 3,000	$5,000
Mrs. Edward Jackson	200
Mr. Dennis Moore	500
Mr. and Mrs. W. E. Sandford ...	500
The Reverend John Potts	100
Mr. Joseph Lister	100
Doctor J. W. Rosebrugh	100
The Reverend W. S. Blackstock ...	50
Mr. A. McCallum	50
The Reverend Doctor Evans	50
Mrs. Sutherland	50
Mr. S. F. Lazier	50
The Reverend Doctor S. D. Rice...	50
Mr. R. L. Ashbaugh	50
The Reverend William McCullough	40
The Reverend B. Clement	40
The Reverend F. H. Bland	25
The Reverend T. W. Jeffrey	25
The Reverend W. Bryers	25
The Reverend C. Allan	25
The Reverend C. Hanson	25
Mr. D. B. Chisholm	25
Mrs. D. B. Chisholm	25
Mr. H. McIntosh.....	25
Mr. J. K. Griffin	25
The Reverend D. V. Lucas	20
The Reverend J. Kines	20
Mr. A. Bingham	20
The Reverend J. Hutchinson	20
Mr. R. R. Raw	20
Mr. W. W. Robinson	20
Mr. W. Douglas	20
Mr. J. Lister	10
Mr. James Creed	10
Mrs. E. Evans	10
Mr. Robert Campbell	10
Mr. S. C. Howard	10
Mr. D. Gleeson	10
Mr. J. McDonald	10
The Reverend H. Lanton	10
Mr. S. Symons	5
	$7,330

II. THE PRESBYTERIAN CHURCH (OF SCOTLAND) REPRESENTING QUEEN'S UNIVERSITY, 1868.

Proceedings of the Board of Trustees.

March 24th, 1868. The following Minute in relation to the decease of Mr. John Cameron, of Toronto, was agreed to, and ordered to be recorded, videlicet:—It is the painful duty of the Trustees to notice an event which has occurred since their last business Meeting, namely, the death of one of their number, Mr. John Cameron, of Toronto. Mr. Cameron was a Member of this Board from the time of its original organization, he took an active part in the devising and carrying out of measures for the foundation of Queen's College, his judgment in times of difficulty was remarkably sound and reliable, and the regret which the Members of the Board now feel, is augmented by the remembrance which they have, and will retain of the cheerfulness with which he discharged his duties as a Member of this Corporation. The Secretary is instructed to transmit an extract of this Minute to his Widow and Family, with whom, in their trying bereavement, the Board deeply sympathizes.

The Board having learned that a donation of Four hundred dollars has been received from the Reverend Alexander Lewis, of Mono, on condition that it be invested for the foundation Endowment of a Scholarship, Bursary, or Prize, to be competed for annually by Students of this College, being Candidates for the Ministry of the Church in Canada in connection with the Church of Scotland, or for a Foreign Missionary, appointed by the said Church, or the Church of Scotland, be it,—

Resolved, That it hereby accepts the said donation in trust; it instructs the Finance Committee to make a good and safe investment of it, and requests the Senate to expend the annual interest accruing therefrom according to the wishes of the Donor; and, inasmuch, as the devotement of this money is, in the opinion of the Trustees, a most exemplary manifestation of interest and liberality in behalf of the College and the Church, the Board records its deep sense of gratitude to Mr. Lewis, and directs the Secretary to transmit to him an extract of this Minute.

The Board having heard the statement of the Principal, respecting the Chair of Natural History, and the proposal of Professor Bell to continue to act as Professor of Geology at a nominal salary: Moved by Mr. John Paton, seconded by Judge Logie, and,—

Resolved, That, after the first day of May next, the position of Professor Bell in this Institution shall be that of Professor of Geology, to continue for the period of one year, and no longer, unless such period be extended by the Board. That his duties shall be to teach Geology to Students of the Fourth Year in Arts, one hour per day during three months of the Session as the Senate may arrange, and that his salary be One hundred dollars for the year.

March 25th, 1868. There was read a Letter from Professor Murray, stating that, in his opinion, the duties of the Registrar and Secretary to the Senate may, in the altered circumstances of the Institution, be discharged by one Officer, and placing his resignation in the hands of the Board.

Resolved, That Professor Murray's resignation of the office of Registrar be accepted; that from, and after the first day of April next, the duties of Registrar and Secretary shall be performed by one Official; and that Professor Mowat be appointed to discharge these duties from the said date, at a salary of Fifty dollars per annum, payable semi-annually, and that he hold the Offices of Registrar and Secretary to the Senate only during the pleasure of the Board.

A Report from the Leitch Memorial Committee was read, whereupon it was,—

Resolved, That the Report of the Leitch Memorial Committee be adopted and entered on the records, and that a copy of it be transmitted to Doctor Robert Williamson, of Goldspie, Scotland. Further, that the Board remit to the Committee the devising of means to meet the balance due Mr. Welsh for the monument to Doctor Leitch.

The following is the Report referred to:—That subscriptions to the Leitch Memorial Scheme, amounting in the aggregate to $2,433.33, being the equivalent of £500 sterling, at 9½% exchange; have been invested in Government Securities for the Endowment of two Memorial Scholarships, one of them in Arts, to be open to all Students in that Department, and to be competed for and awarded on such conditions and terms as may, from time to time, be prescribed in the Calendar, and the other in Theology, to be of the annual value of one year's interest on the equivalent of £300 sterling, to be competed for triennially by Matriculants in that Department, being Bachelors in Arts, either *bona fide*, or *ad eundem*, of this University, and Candidates for the Ministry in the Church of Scotland, or any Church connected with the Church of Scotland, to be tenable by the successful Competitor for three successive years of his course in Theology, on condition of his matriculating in each Session, except that of the Third Year, but then only when taking the option which he shall have of completing his course in Theology at a University in Scotland, and, in other respects, to be awarded on such terms as may, from time to time, be prescribed in the Calendar; provided always that if, in any year, there shall be no competition for this Scholarship, the interest accruing for that year shall be added to the Endowment of the Scholarship.

That a monument has been erected over the grave of the late Principal Leitch in Waterloo Cemetery, in the form of an Obelisk.

The thanks of the Board are especially due and ought to be tendered to the Reverend Doctor Robert Williamson, of Goldspie, Scotland, for the active interest he has taken in this scheme, and for the important contribution to the Fund, namely, £200 sterling, which he has been the means of obtaining from the friends of the late Principal Leitch in Scotland.

KINGSTON, March, 1868. W. SNODGRASS, Chairman, *pro tem.*

Moved by the Reverend Doctor John Jenkins, seconded by the Reverend William Inglis, and,—

Resolved, That Mr. Nathan F. Dupuis, B.A., be appointed, and is hereby appointed, Professor of Chemistry and Natural History; that his duty shall be to teach all subjects in Chemistry and Natural History, and Geology, as may be prescribed in the Calendar to Students in Arts; that this appointment shall take effect on the first day of October next; that the Salary of Mr. Dupuis, beginning then, shall be Five hundred dollars per annum, and that he shall hold this appointment during the pleasure of this Board, and no longer.

Whereas, in the present circumstances of this Institution, especially as affected by the state of the general question of Superior Education, it is, in the opinion of this Board, of the greatest moment that the course which it shall resolve to recommend for the acceptance of the Corporation should be carefully and clearly defined, as well in respect to what is practicable, as in respect to what is right. On motion of Mr. Alexander McLean, seconded by the Reverend Doctor Mathieson, it was,—

Resolved, That the Principal, the Reverend Doctor John Barclay, the Reverend Francis Nicol, Judge Logie, Messieurs John Paton, Alexander Morris, James Croil, James Michie, and the Honourable Donald McDonald, with Professors Williamson and McKerras, be a Committee, with instructions to give the subject, in all its relations, their best consideration, and to confer with other parties and Committees interested in the matter, as they may have opportunity, and to report to the next Meeting of the Board. The Principal to be Convener.

Moved by Mr. James Croil, seconded by Mr. Alexander McLean, and,—

Resolved, That the Trustees of the College, resident in Montreal, be a Committee to confer with the Ministers and Laymen of the Church in that City, to ascertain their views in regard to the future maintenance of Queen's University, in connection with the Church. The Reverend Doctor John Jenkins to be Convener.

The Principal read the draft of the Annual Report to the General Assembly's Colonial Committee. It was moved by Judge Logie, seconded by Mr. Alexander McLean, and,—

Resolved, That the Report be adopted and transmitted to the Colonial Committee.

Resolved, That the Foundation Scholarship of Forty dollars be, and the same is hereby, abolished.

April 30th, 1868. An Extract from the Minutes of Senate of the date of the 29th of April, 1868, was read, recommending the Trustees to appropriate annually the interest of the amount in hand belonging to the Prince of Wales' Prize Fund to the purchase of Books as a Prize to the most distinguished Bachelor of Arts of each year. Moved by Mr. Davidson, seconded by Mr. Inglis, and,—

Resolved, That the recommendation of the Senate be, and is hereby agreed to.

The Annual Report from the Curator of the Library was read and received.

There was also read a Report from the Auditors, certifying the accuracy of the following statements of the Treasurer for the fiscal year ending on the 10th of April, 1868, videlicet:—Number 1. Statement of ordinary Revenue and Expenditure. Number 2. Statement of Receipts and Disbursements. Number 3. Balance Sheet, showing Assets and Liabilities, and Number 4. Statement of Receipts and Disbursements, on account of Scholarships and Prize Essays. The several Statements were also read and approved, and ordered to be printed with the Report of the Synod.

There was also submitted and read an Estimate from the Finance and Estate Committee of the Income and Expenditure for the ensuing year.

Messieurs George Davidson and John Paton were reappointed Members of the Finance and Estate Committee for the ensuing year.

Resolved, That the Treasurer pay the expenses incurred by the Reverend Mr. Walker in connection with the proposed Theological Chair, out of the funds collected for the Endowment of the said Chair.

June 2nd, 1868. Verbal Reports were made by the Conveners of the Committees appointed to report on the state of the College. The Committees were continued.

Resolved, That the draft Report, now submitted and read by the Principal, be adopted as the Report of this Board to the Synod.

June 4th, 1868. The Principal, Judge Logie and Mr. John Paton were appointed a Committee, with authority to prepare and circulate a Statement on the College question.

June 6th, 1868. There being no business before the Meeting, it was agreed to adjourn.

June 8th, 1868. The Finance and Estate Committee were authorized to make suitable provision for the increased accommodation now required for the Classes and Museum.

July 29th, 1868. There being no business before the Board it was resolved to adjourn.

October 7th, 1868. The Treasurer reported that the following sums, which had been invested in Provincial Debentures, due and paid on the 1st ultimo, have been reinvested in Canada Dominion Stock at par, videlicet:—College Funds, $5,400; Leitch Memorial Funds, $1,600; Prince of Wales Scholarship Fund, $400, and Mowat Scholarship Funds, $200, amounting in all to $7,600.

December 1st, 1868. After a lengthened deliberation on matters connected with the financial affairs of the College, it was agreed to adjourn for a fortnight, and that a General Meeting of the Trustees should be then held.

December 15th, 1868. The Instrument of Settlement of all matters between the College and Mr. Weir was submitted and read, and ordered to be kept *in retentis*. The action of the Chairman of the Board, in signing the Settlement, was duly approved and sustained. The Chairman was authorized to instruct the College Solicitor to withdraw the arrest of the funds accruing to Mr. Weir from the Temporalities Board, made in terms of the decrees of the Courts, and the Treasurer was instructed to draw upon the Treasurer of the Temporalities Board for the amount accruing to the College, ($982.52), in terms of the Settlement with Mr. Weir, now read.

The Board entered upon the consideration of the present position of the College, as affected by the recent action of the Legislature of Ontario in refusing continuance of aid to the College, and, after lengthy discussion on the subject, agreed to adjourn.

December 16th, 1868. The Board resumed the consideration of the present position of the College as affected by the recent action of the Legislature of Ontario in refusing continuance of aid to the College.

Moved by Mr. Alexander Morris, seconded by the Reverend Doctor John Barclay, and,—

Resolved, That the Board having carefully and anxiously considered the position of the College, as affected by the recent decision of the Legislature of Ontario to the effect, that no further aid be given from the public Treasury to Denominational Colleges, and having arrived at the conclusion that important changes in the character of this Institution may become necessary, but that, before any such changes are made, it is the duty of the Board to obtain the advice of the Synod in relation thereto, therefore, it was,—

Resolved, That the Moderator of the Synod be requested to summon a *pro re nata* Meeting of Synod for the consideration of the whole subject.

Moved by Mr. Bain, seconded by the Reverend Doctor John Jenkins, and,—

Resolved, That the Chairman be authorized to invite the Members of the Corporation to meet the Trustees in conference at their next Meeting.

ANNUAL REPORT OF THE BOARD OF TRUSTEES OF QUEEN'S COLLEGE TO THE SYNOD, 1868.

The Trustees of Queen's University and College beg respectfully to submit herewith copies of the Calendar, containing full particulars as to educational arrangements for next Session, and also the Treasurer's Annual Statement, exhibiting the financial condition of the Institution on the 10th of April last.

The latter documents demand special consideration. In common with the Church, the College has suffered severely by the suspension of the Commercial Bank. The par value of the Stock held has been reduced from $32,700 to $10,700, and the annual Income yielded by the investment, from $1,920 to $856. By the same occurrence, a loss of $1,100 has been sustained on the par value of Stock held for Scholarships of the Kingston Ladies', and the Ladies' Association of St. Andrew's Church, Toronto. This adversity is all the more painful because of its having befallen the Institution immediately after it had emerged from a straitened monetary position, and when there was reason to entertain the hope that steps might soon be taken in the direction of increased efficiency and usefulness. It is of extreme importance to have these losses made up as speedily and completely as possible, and the Board will be glad to receive any suggestion, which the Synod may offer with that end in view.

With regard to a much more important part of the Revenue,—the Government Grant of $5,000, the Members of Synod are aware that should the view enunciated in certain quarters prevail, the Institution will soon cease to enjoy the benefit of it, and the inevitable consequence of so great a reduction of Annual Income will be the impossibility of maintaining the College on its present footing, unless an equivalent be derived from other sources. The continuance of public aid, in the form of a Grant, dependent upon an annual vote of the Legislature, is not to be relied upon, and is, indeed, on several grounds, objectionable. It has been received, and, if continued, it will, in the absence of a more desirable mode of assistance, still be accepted as being in some measure a compensation for privileges expressly provided by the University Act of 1853, but not enjoyed under the administration of that Act. While the Trustees do not conceal from themselves the existence of uncertainty and suspense, as to the action which may be taken by the Government of Ontario, in reference to the important question of support to superior Education, they have much confidence in thinking, that a judicious well-concerted effort on the part of the friends of the Institutions immediately concerned, will be successful in obtaining a specific statutory recognition of their claims. This confidence rests on a number of considerations,—the collective strength of which appears to afford a good ground of encouragement and hope. Of such considerations are the following:—The Institutions interested are rendering a public service, general in its character, and unquestionably of the greatest importance and utility to all sections of the Province. At least two-thirds of the people may be said to be more, or less, solicitous of their maintenance. In the existing legislation of Canada,—in the clear, patriotic and liberal provisions of the University Act of 1853,—they have a common advantageous starting point, or basis, of action, in appealing to the public sense of justice. Although, at one time, there seemed to be little hope of inducing the Government of Ontario to consent to the Grants obtained for the current year, a consideration of the hardship of withholding them, nevertheless, secured their introduction into the Estimates. Very many Members of the Legislature, known to be friendly to the Institutions, and to whom a cordial, grateful acknowledgment is due, exerted themselves in their behalf during the first Session of the Parliament of Ontario. A similar acknowledgment ought to be made of the services spontaneously rendered by a large portion of the Provincial Press, which, during the recent agitation of the subject, advocated the claims of the Colleges with marked earnestness and ability. The continuance of the Grants was very fully debated last Winter by the Members of the Legislature, and the tone, spirit and tendency of the discussion were highly favourable. To all this it may be added, that parties connected with the Institutions have embraced opportunities of conferring upon the present crisis, and so great a degree of unanimity

on important points has been elicited that there is reason to expect them to unite in applying to the Legislature for a measure which shall be acceptable to the Country, supplementary to the University Act of 1853, and specially protective of the advantages which, under that Act, were intended to be enjoyed by the "outlying Colleges."

With reference to the last mentioned fact, it will be the duty of the Trustees of this Institution, before agreeing to any scheme, to see that its proposals shall not interfere with the educational independency and freedom of the University intrusted to their care; and, should they be able to announce their concurrence in a wise and effective scheme, they will confidently rely upon the active support of the Members of the Church. They will especially solicit, and hope to obtain, the earnest co-operation of the Alumni and Graduates, now numbering nearly 700, of whom a great majority are still resident in Canada, of whom about sixty are Ministers on the roll of this Synod. Much may be done in the present emergency by the friends of this and similar Institutions, exercising their influence towards the formation of a sound and enlightened public opinion; and it is especially incumbent on those who, during the last quarter of a century, have benefited directly by the existence of Queen's College, to come zealously forward in support of the rights and claims of their *alma mater*, when they see her overtaken by a season of trial peculiarly severe. . . .

In the Arts Department of Queen's College a change of some importance has been recently made. Mr. Nathan F. Dupuis, a Graduate of the University, who has for some years efficiently discharged the duties of Astronomical Observer, has been appointed to the Chair of Chemistry and Natural History, Professor Bell having had assigned to him the subject of Geology. Mr. Dupuis' devotion to the study of Natural Science is well known, and, previous to his appointment, his ability and success as a Teacher, were satisfactorily tested.

Numerous particular examples of beneficence occurring during the past year have afforded much satisfaction to the Trustees. . . . . Seven hundred and six Volumes have ben added, by gift, to the Library. The donations of Sir George Airey and Doctor Romanes of England, which from their number and value, are deserving of particular mention. These, together with the works purchased during the year, bring the entire number of Volumes in the Library up to 1,100. The Reverend Charles J. Cameron, a Graduate of the University, and now one of the educational staff of the Church of Scotland at Bombay, has sent to the Museum a most extensive and varied collection of Shells from the Indian Seas.

The Queen has been graciously pleased to present to the College copies of "The Early Years of H. R. H. the Prince Consort," and "Leaves from the Journal of our Lives in the Highlands," richly bound, and bearing Her Majesty's autograph, and she has enhanced the gift by instructing Her Colonial Secretary to say that she presents these Volumes "as tokens of the interest with which Her Majesty regards the development of Institutions which tend to the spread of knowledge and intelligence in Her Colonial Possessions; and because she believes that these Records of the earlier days of their Sovereign and the Prince Consort will not fail to be valued by Her Subjects in Canada."

The Memorial by which it was proposed to do honour to the late Principal Leitch has been completed. It consists of an open Scholarship in the Arts Faculty of the foundation value of $960, and a Scholarship in the Theological Faculty of the foundation value of $1,440, the latter to be tenable for three consecutive years. A very beautiful monument of Arnprior marble, bearing a suitable inscription, has also been erected to the Memory of Doctor Leitch in Waterloo Cemetery, at the cost of $200. . . .

KINGSTON, 2nd June, 1868. JOHN HAMILTON, Chairman.

STATEMENT OF THE ORDINARY REVENUE AND EXPENDITURE OF QUEEN'S COLLEGE AT KINGSTON, FOR THE YEAR ENDING 10TH APRIL, 1868.

Revenue.

Government Grant for 18 months	$7,500 00
Grant from Colonial Committee of the Church of Scotland, £300 sterling	1,470 00
Temporalities' Fund	2,000 00
Dividend for 6 months to 1st July, 1867, at 6 per cent. per annum on 320 shares of stock in Commercial Bank of Canada	960 00
Interest on Mortgages and Bank Deposits	875 33
Fees—Class and Graduation	630 70
Rent of Medical Hall	250 00
	$13,686 03

Expenditure.

Salaries	$9,834 37
Other Expenses	3,125 12
Balance, surplus	762 54
	$13,686 03

QUEEN'S COLLEGE, KINGSTON, 18th April, 1868. W. IRELAND, Secretary-Treasurer.

Audited and found correct as per separate Certificate.

J. RIDDELL.
JOHN CREIGHTON. } Auditors.

KINGSTON, ONTARIO, 24th April, 1868.

BALANCE SHEET, SHOWING ASSETS AND LIABILITIES OF QUEEN'S COLLEGE AT KINGSTON, ON THE 10TH OF APRIL, 1868.

	$ cts.
Royal Charter	3,107 37
Class Apparatus	3,633 92
Library, Expenditure	3,399 68
Furniture Account	1,429 09
Bank Stock	10,700 00
Lands	14,100 00
College Premises	35,993 26
Mortgages	8,864 87
Debentures	7,600 00
Stocks	600 00
Stocks	5,300 00
Law Costs	2,059 10
John Morton	56 00
The Reverend W. M. Inglis	50 00
Total	$96,893 29

STATISTICS OF QUEEN'S UNIVERSITY AND COLLEGE, 1845-1867.

I. FINANCES.

Between June, 1840, and 31st December, 1844, during which period no Grant was received from Government, there was raised and charged with expenses and investments

this amount—$54,851. The Revenue and Expenditure for each year, subsequent to the last mentioned date, are as follows:—

	REVENUE.			EXPENDITURE.			
From 1st July to 1st July.	Government grant.	All other sources.	Total.	Investments.	Theological Department.	Other Departments.	Total.
1845-6	$2,000	$23,470	$25,470	$24,536	$2,375(1)	$4,861	$31,772
1846-7	2,000	5,020	7,020	4,961	975	3,899	3,835
1847-8	2,000	2,836	4,836		475	3,140	3,615
1848-9	2,000	6,006	8,006		975	5,977	6,952
1849-50	2,000	5,456	7,456		1,075	4,291	5,366
1850-1	2,000	4,043	6,043		1,875	3,135	5,010
1851-2	2,000	9,020	11,020	5,000	1,835	5,319	12,154
1852-3	2,000	3,648	5,648		2,175	2,455	4,630
1853-4	2,000	10,008(3)	12,008	8,000	2,375	4,179	14,554
1854-5	2,000	8,722	10,722	4,000	2,379	6,012	12,391
1855-6	3,000(2)	11,366(3)	14,366	10,000	1,675	3,447	15,122
1856-7	3,000(2)	12,919(3)	15,919	2,785	1,966	8,582	13,333
1857-8	3,000(2)	11,594(3)	14,594	3,951	2,475	7,973	14,399
1858-9	4,000(2)	20,763(4)	24,763	5,196(5) 9,000(5)	2,775	9,154	26,125
1859-60	4,000(2)	12,803	16,803	3,120(5)	3,217	12,167	18,504
1860-1	5,000(2)	13,229	18,229		3,044	8,782	11,826
1861-2	6,000(2)	10,904	16,904		3,242	12,796	16,038
1862-3	6,000(2)	8,752	14,752		3,970	10,480	14,450
1863-3	5,000	7,564	12,564		3,075	10,179	13,254
1864-5	7,500(7)	6,033	14,433		4,975(8)	7,769	12,744
1865-6	5,000	7,328	12,328		4,275	8,053	12,328
1866-7	7,000	7,286	12,286		4,275	7,787	12,062

The present College premises cost	$35,900
The Royal Charter, of date 16th October, 1841	3,000
Class Apparatus	3,600
The Library, containing 8,000 Volumes, is worth	12,000
	$54,000

No Government money was ever expended in obtaining these properties.

II. Religious Denomination of Students.

Church of England	155	Church of Scotland		246
Wesleyan Methodists	59	Other Presbyterians	68	
Roman Catholics	38	Episcopal Methodist	1	
Baptists	12	Quaker	1	
Congregationalists	8	Denominations not registered	80	430
Protestants	6			
Holy Apostolic Church	2	Total		676

(1), In this column the salary of the Principal is charged wholly against the Theological Faculty, although it is his duty to superintend all the departments of the University. From 1846 to 1849, the Principalship was filled by temporary appointments. The Theological Faculty is also charged with the sum of $375 per annum, being its full proportion of general expenses. (2), Including $1,000 to Medical School. (3), Including special subscriptions for purchase of Summerhill property, now the College premises. (4), Including $9,915 from Sale of Bank Stock. (5), In erection of new buildings. (6), In Bank Stock. (7), Grant for 18 months. (8), Including $700 for preceding year.

III. Professions Adopted by Students.

So far as the history of those who have been Students in the Arts Department can be traced, it is as follows:—

83 Clergymen, of whom 15 belong to Churches not connected with the Church of Scotland.

41 Lawyers.

27 Physicians

13 Teachers, the majority at present in Grammar Schools. A very large proportion of the whole number of Students spend part of their life in teaching.

5 Professors in Colleges.

2 Judges.

The rest are, or have been, Merchants, Engineers, County Attorneys, Members of Parliament, etcetera. This statement does not include any who have studied at the University in either of the Faculties of Medicine, or Law, only.

The above Statistics have no reference whatever to the Preparatory School, which, for a number of years, was maintained in connection with the College, but which was recently amalgamated with the Kingston Grammar School, very much to the advantage of the latter.

Letter from the Principal to the Honourable John Hamilton, Chairman of the Board of Trustees.

With as much care and time as I havt been able to command, I have prepared, and now place at your disposal, the above Statistics. I feel assured that they prove more conclusively than any arguments I can suggest, that the Country has received, in the public service rendered by Queen's University, far more than the worth of the annual Government Grant. To that Grant there has been added, every year ,a very considerable sum from the Revenues of the College,—in many years, more than double,—in order to impart a thorough education in the Arts Department. The Statistics showing the Religious Denominations of the Students, who have attended our Classes down to the present time, ought to have some weight against the assumption that Government support is opposed to the convictions of the people. I would not insult the people by saying, that, in our case, at least, considerations of convenience and economy, (which are by no means to be disregarded,) must have overcome their political and religious convictions, before it could happen that, of 676 Students, 430 belonging to Denominations other than that which has been the means of providing this large section of the Country with a College. It is manifest that the assumption referred to is groundless, otherwise these Statistics cannot be satisfactorily explained.

Kingston, 9th of January, 1868. William Snodgrass, Principal.

The Acts and Proceedings of the Synod of the Presbyterian Church (of Scotland)

June 8th, 1868. Principal Snodgrass, Convener of the Committee appointed to consider the Returns of Presbyteries on the Act anent the examination of Students and Candidates for the Holy Ministry, reported that, according to the Barrier Act of this Synod, it may now be passed into a permanent law of the Church, inasmuch as a majority of Presbyteries express approval, without suggesting any important change. In accordance with the recommendation of the Committee, the Synod resolved to pass the same with a few alterations, chiefly verbal, into a permanent enactment of this Church, and the Moderator intimated accordingly. Said Act, as finally adopted, is as follows, videlicet:—

Act anent the Examination of Students and Candidates for the Holy Ministry.

Whereas, it is desirable to consolidate into one Act the various Acts and Resolutions of the Synod regarding the Examination of Students, who are Candidates for the Holy Ministry, and, in some respects, to define clearly the duties of such Candidates, and the obligations and powers of Presbyteries with reference to them, be it enacted as follows:—

1. That it be required of every Person intending to become a Candidate for the Ministry:—

1. That, before entering College as a Student in Arts, he shall appear before the Presbytery; within whose bounds he resides, or a Committee appointed by the Presbytery; submit to an examination on the ordinary branches of Education and the subjects prescribed by the College for Matriculation; and obtain a Certificate of proficiency therein, as also of good moral and religious character,—which Certificate he shall present to the Authorities of the College when he applies for admission.

2. That he shall conform to the following Course of Study in Arts; Latin, three Sessions; Greek, four Sessions; Mathematices, two Sessions; Natural Philosophy, two Sessions; Rhetoric, Logic, Metaphysies, Ethics, and Chemistry, one Session each, in such order as the College Authorities may prescribe.

3. That, after completing the Course in Arts, he shall appear before the Presbytery, within whose bounds he resides; produce Class-certificates from each of the Professors under whom he has studied, in evidence of his having complied with the requirements of the preceding clause; submit to an examination on the subjects mentioned in the said clause; and obtain a Certificate of his proficiency, as also of his being of good moral and religious character—which Certificate he shall present to the Professors of Theology, when he applies for admission to the Theological Hall.

4. That he shall attend the following Classes at one of the Theological Halls of this Church, or of the Church of Scotland, or at a Theological Hall expressly approved by this Synod, for three full Sessions of six months each:—the classes of Divinity, Hebrew, Church History, and Biblical Criticism; and during his Theological Curriculum shall deliver in order the following public Discourses:— A Homily and an Exegesis in Latin, a Lecture and a Greek Exercise with additions, a popular Sermon and A Hebrew Exercise with additions.

5. That, between the first and second, and the second and third, Sessions in Theology, he shall appear before the Presbytery within whose bounds he resides; produce Class-tickets signed by the Presfessors under whom he has studied; submit to an examination on the subjects of Study for the preceding Sessions; and to obtain a Certificate of Proficiency, as well as of good moral and religious character,—which Certificate he shall present to the Professors of Theology on his return to the Hall.

6. That, after completing his Theological Course, or during the last Session of the Course, and at least three months before its close, if he intends to appear for examination before the ensuing Meeting of Synod, he shall intimate in writing to the Presbytery, within whose bounds he resided for a period of at least four months, his desire that Circular Letters be issued in his behalf as an applicant for License; and shall forward to the Clerk of the Presbytery all his Certificates of attendance at College, both in Arts and Theology, provided always that the forwarding of interim Certificates for the current Session shall suffice until the Session be closed, when Certificates in full must be forwarded; and shall also send to the Clerk of the Presbytery evidence of his having delivered the Public Discourses required by clause four of this Section.

7. That he shall appear at the Synod and undergo such an Examination as the Synod may appoint on the following Subjects:—

(1) Latin—Odes of Horace, Books First, or Third.

(2) Greek—Acts of the Apostles, and Homer's Iliad, Books I, III, or VI.

(3) Philosophy—Stewart's Moral Philosophy.

(4) Church History—Wharey's Church History: History of the Church of Scotland.

(5) Biblical Criticism—Angus' Bible Hand Book. Chapter 4th, Rules of Interpretation.

(6) Hebrew, etcetera—Psalms, I-XXV: Daniel, 2nd and 3rd Chapters.

(7) Divinity—Paley's Evidences; Butler's Analogy; Hill's Theology, (the Evidences excepted).

(8) Homiletics, etcetera—A written Exercise in composition, or a skeleton Sermon on a prescribed Text.

8. That he shall obtain from the Synod Clerk an extract Minute of his having passed the Synodical Examination, and shall present it to some Presbytery of this Church, with a written application that he be taken on trial for License.

9. That he shall await the appointment of the Presbytery with respect to his trials, which shall consist of the same number and variety of Discourses on prescribed subjects as he delivered under this Act during his Theological Course, together with an Exam-

ination on the Greek of the New Testament, on the Hebrew of the Old Testament, on Church History, and on Divinity.

10. That, after passing his trials, and before obtaining License, he shall sign the Formula appointed by the Synod to be subscribed by Intrants to the Ministry.

II. That it be required of Presbyteries:—

That they shall exercise a kind and watchful supervision over Students and intending Students resided within their bounds; shall direct them in their preparatory education, Collegiate Studies, and general reading; and shall always endeavour to inculcate upon them worthy views of the exalted office to which they aspire, and, for the more effectual discharge of this duty, may appoint one, or more, of their number to attend to it, with power to call in the Class Certificates of the Arts Course; and, if pecuniary assistance be required, they shall exert themselves to provide it to the best of their ability and judgment.

That, when a Student, or intending Student, shall present himself before them for any of the Examinations specified in Section I of this Act, they shall carefully inspect all the Certificates which he may produce, and, upon finding them to be in accordance with the requirements of this Act, in respect of the particular Examination for which he appears, shall record in their Minutes a statement to that effect, specifying the several Certificates produced; and, should it appear from any of the Certificates that the Students has been remiss in his studies, or irregular in his attendance at College, they shall, with all faithfulness, admonish him with respect to his conduct, and, in the event of their admonition being neglected, they may refuse to accept Certificates bearing evidence of continued remissness, or irregularity, and may remand the Candidate to his studies.

That they shall cause the several examinations specified in Section I of this Act to be observed strictly and in order, and shall, on no account, omit to try Candidates upon any of the prescribed subjects of Examination.

III. THE CHURCH OF ENGLAND, REPRESENTING TRINITY COLLEGE UNIVERSITY.

Proceedings of the Council of Trinity University, 1868.

January 7th, 1868. Resolved, That the Committee on the University Statutes for the year 1868 consist of the Chancellor, the Provost, the Reverends John Ambery and William Jones, Mr. S. B. Harman and Mr. G. W. Allan.

Resolved, That the Committee on Discipline for the year 1868 consist of the Chancellor, Mr. S. B. Harman, and Mr. C. J. Campbell.

Resolved, That the Chancellor, Professor Ambery, Mr. G. W. Allan, Mr. S. B. Harman and Mr. C. J. Campbell, be a Committee to meet and confer with any Committee appointed for that purpose by the several Colleges which have been receiving Government Grants, with a view to the considering and adopting the best mode of bringing the subject before the Legislature, in order to obtain a continuance of the said Grants.

The Bursar informed the Corporation of four vacancies in the elective Members of the Corporation, videlicet, The Bishop of Niagara, Professor Bovell, Mr. Vice Chancellor Spragge and Mr. J. M. Strachan. Also that all the Members named by the Bishop of Huron and of Ontario had vacated their seats through non-attendance at the Council Meetings.

The Land and Finance Committee reported, that they had instructed the Bursar to sell the notes of the Commercial Bank for 97½ cents on the dollar, which had been done.

That, with respect to the Dickson Scholarships, the foundation has always been insufficient to meet the amount paid, and for the last two years but £24 per annual has been received, and for the four previous years £45 per annual. The Lands in the Mortgages transferred to the College by the Honourable J. H. Cameron are not worth the £1,150 named in the Mortgages, and one of the Mortgages, that of the late Judge Burns for £400, has not yielded anything since the 1st of July, 1862.

That, with respect to the Mortgages assigned by the Honourable J. H. Cameron to the College for the loan to him of £3,610, through Mr. G. W. Allan, in May, 1853, at

7½%. The amount has been reduced, (by Mortgages being taken up,) to the sum of £2,760. The Committee cannot say as to the sufficiency of said Mortgages, and the interest is in arrear on this matter to the amount of £669.9.3. All of the said Mortgages are overdue.

That $50 be paid to Mr. Tully for the original Plans of the College, to be preserved among the Documents of value in the Institution.

February 11th, 1868. The Corporation proceeded to the election of four Members to fill vacancies in the same, when the following were elected, videlicet:—Archdeacon Palmer, Vice Chancellor Spragge, Doctor Bovell and Mr. J. M. Strachan.

Resolved, That the Bursar be instructed to advance to the Treasurer of the Memorial Fund, under the direction of the Land and Finance Committee, an amount not exceeding $100 for the expenses connected with the proceedings to erect at Trinity College a Convocation Hall and Library as a Memorial to the late Doctor Strachan, Bishop of Toronto.

Resolved, That the Seal be attached to a Power of Attorney to Mr. T. C. Street to act on behalf of the College in the election of a Trustee of the Estate of the Bank of Upper Canada.

A Letter was read from Mr. Strathy, with respect to a salary as to teaching Music in the College, when the Provost was requested to answer the same.

The Committee on University Statutes gave notice that they would at the next Meeting of the Corporation propose an amendment of the Statute, Chapter III, Section V, also of that by which Graduates coming up for Degrees are required to make the declaration of Membership with the Church of England and Ireland.

The Bursar laid on the Table the half yearly Statement of Receipts and Expenditure of the College up to the 1st of January, 1868, and read a Financial Statement of payments to the Officers of the College, when it was,—

Resolved, That the Statement and Report of the Bursar on the financial position of the College be referred to the Finance Committee to report to the next Meeting.

March 10th, 1868. Resolved, That the Seal be attached to a Release to the Executor of the Estate of the late Mr. Enoch Turner, and to a Power of Attorney to draw the $6,000, Provincial Grant.

The Land and Finance Committee reported, when it was,—

Resolved, That the Report of the Land and Finance Committee presented this day be received and entered on the Minutes.

Resolved, That the Corporation is of opinion that the College cannot with prudence any longer assume the burden of the Dickson Scholarships, amounting to £90 per annum, while the foundation produces only £24; and that they are of opinion that the state of the Endowment should be represented to Mr. Dickson without delay. Having reason, however, to believe that the Honourable J. H. Cameron thinks it important, in the interest of the College, that this representation should be made through him, they request that he will advise them whether he will himself at once communicate with Mr. Dickson on the subject, or leave it to the Corporation to do so.

Resolved, That a Committee of the Corporation be appointed to consider the present position of the Scholarships of the College, with instruction to make a full report with respect to them, more especially with regard to those which shall be advertised in the public Papers as open to competition in October next,—and that the Committee do consist of the Provost, Professor Ambery, Professor Jones, Mr. S. B. Harman, and Mr. C. J. Campbell.

April 7th, 1868. The Land and Finance Committee reported, amongst other matters, Funds for investment. The adoption of the Report was moved by the Provost, seconded by Archdeacon Fuller, when Archdeacon Palmer moved, seconded by the Provost, That whereas this Corporation is authorized and empowered to take under any legal title whatsoever, and to hold for Trinity College all Land and Property which may be sold,

ceded, or granted, to said Corporation, provided the total yearly revenue from Property, so acquired, shall not at any time exceed £5,000 Currency, and provided that all such Property and Revenues thereof shall be exclusively applied to the advancement of education in the said College, or a preparatory School connected with, and dependent on, the same. And whereas, such a Preparatory School has been, for some time, in as successful operation as the limited and unsatsfactory accommodation provided for it will admit of. And whereas, it is very desirable that a sufficient and satisfactory Building should be erected, or acquired, for the accommodation of said School. And whereas, a favourable opportunity of acquiring such a Building seems likely to present itself in the Town of Whitby, there being every prospect that the Mansion erected by Mr. Sheriff Reynolds will shortly be offered for sale. And whereas, this Corporation has now available for investment a sum of $14,000, be it,—

Resolved, That said sum, or such portion thereof as may be required, be invested under legal advice in the purchase of the aforesaid Mansion, and the 20 acres of ground to be sold with the same, it being understood that the purchase money will not exceed $15,000, and also that the aforesaid School shall be charged, as rent, with an annual sum equal to 7% on the amount invested by this Corporation.

Moved by Doctor Bovell, seconded by the Very Reverend H. J. Grasett, Dean of Toronto, in amendment,—That a Committee be appointed to enquire into the best method of improving and placing upon an efficient footing the Church Grammar School, now located at Weston, and further to enquire into the present management of said School. This amendment to Mr. Palmer's motion, being put, was Lost.

The consideration of the original Motion was deferred. When it was, —

Resolved, That the Report of the Land and Finance Committee be adopted, all but that part with respect to the investment of the Funds, which shall stand over for future action, and that the Seal be affixed to such Documents referred to in said Report as are necessary.

The Committee on a Medical School Report was received, when the same was referred back to the Committee, awaiting the consideration by the Corporation of the question of "Tests."

Resolved, That leave be granted to the Reverend the Provost to hold his examination prior to the week of the Diocesan Synod, in order to afford him more time to visit England.

Resolved, That this Corporation requests the Provost to avail himself of such opportunity ,as may offer themselves, during his intended visit to the Mother Country, to advocate the cause of Trinity College as the Church University of this Province; explaining its origin and progress, the work which it has done and is doing, and the difficulties which threaten it, in consequence of the withdrawal of the annual Grant hitherto voted by the Legislature of Canada,—and by all the means, which he shall see fit to adopt, to endeavour to collect Funds in aid of Trinity College, either for its general purposes, or for additional Buildings, or the establishment of additional Professorships, as the Donors may see fit, and that any expense which the Provost may incur in collecting Funds, as aforesaid, be made good to him by this Corporation.

Resolved, That this Meeting be adjourned to Thursday, the 16th instant, when the Resolution moved by the Archdeacon of Toronto shall be taken into consideration; and that, in the meantime, the Archdeacon be requested to obtain full information as to the extent and capacity of Sheriff Reynold's House at Whitby.

April 16th, 1868. A Letter was read from the Honourable J. H. Cameron, with respect to his indebtedness to the College, to the effect that he hoped to be able to make a proposal for the arrangement of the arrears during this month.

The motion of the Archdeacon of Toronto with respect to the purchase of the Property at Whitby having been taken up, it was,—

Resolved, That the motion made at the last Meeting in regard to the purchase of the property at Whitby for the purpose of Trinity College School be now affirmed, to the extent and on the understanding following, videlicet:—That $10,000 be at once appropriated to the purchase of the Property, the Inhabitants of Whitby or some of them, (in consideration of so important an Institution being located in their midst,) providing a sum of $2,000 and this Corporation advancing temporarily a further sum of $3,000, the entire purchase money. Further, that, as to the sum of $2,000 to be paid from Whitby, if it is not at once forthcoming in cash, on its being secured with interest, the College may temporarily advance that sum also. Further, that, as to the sum of $3,000 named above, the same, (in addition to the Rent to tbe paid by Trinity College School, as stipulated in the Resolution proposed at last Meeting,) is to be repaid to this Corporation by Trinity College School out of its profits, as the degree of success attending it will permit it from time to time, so that the purchase money as far as this Corporation is concerned, shall eventually stand at Ten thousand dollars, ($10,000).

Resolved, That the Corporation of Trinity College, in arriving at the determination to purchase the premises at Whitby for the purpose of Trinity College School, conceive it to be their bounden duty to exercise, in respect of the School, the powers vested in them by their Act of Incorporation, videlicet, to make and establish such and so many Rules, Orders, and Regulations, as they shall deem useful, or necessary, concerning the System of Education in, and for the conduct and government of the said School.

May 2nd, 1868. The Bishop of Ontario nominated as Members of the Corporation from his Diocese, the Venerable Henry Patton, the Reverend Edward J. Boswell, Mr. James Alexander Henderson, The Reverend William Bleasdell, and Mr. James Cartwright.

A Letter was read from Mr. Pafford, Mayor of Niagara, with respect to the Court House at Niagara being for sale, or to let, for the purpose of Trinity College School.

Resolved, That the Report of the Reverend Doctor William McMurray of his mission to England, on behalf of Trinity College be published by the Council in pamphlet form for general distribution.

Resolved, That the application of the Reverend Mr. Deacon to be addmitted to a Degree on examinations without attendance at Lectures be allowed.

Resolved, That, from the 1st day of October next, no Student of Trinity College be allowed to wear a Gown either tattered, or of a length less than that which shall be prescribed by the College Authorities to the Tradesmen who furnish the Academical Dress.

The Committee on Scholarships made the following Report:—

The Committee appointed at the March Meeting of the Corporation to consider the present position of the Scholarships with the view of bringing the Expenditure on that account within the income received from the foundation, begs leave to report as follows:—

1st. The Scholarships at present annually offered for competition are, at Matriculation, one Foundation Scholarship of £50, and one at £45, one Bishop Strachan Scholarship of $30, and one Dickson Scholarship of £30, and at the end of the first year, one Wellington Scholarship of £50, one Allan Scholarship of £45, one Burnside Scholarship of £30, and one Dickson Scholarship of £30, and, at the end of the second year, four Scholarships bearing the same names and of the same value as those offered at the end of the first year. Thus the sum expended now for Scholarships amounts to £465.0.0. per annum.

2nd. On the other hand, the amount to be placed to the credit of this account, are, the income from the Wellington Fund, £100, from the Burnside, £60, from the Dickson, £24, and Mr. G. W. Allan's annual payment of £90, and the amounts hitherto allowed by the College for two Foundation Scholarships, £95, amounting in all to the total

sum of £369.0.0. Thus, it appears that the College, in addition to the allowance of £95 for Foundation Scholarships, is annually advancing a sum of £94 to cover deficiencies in Foundations. In view of these circumstances, your Committee begs to make the following recommendations:—

That in each year there be a First Scholarship of the same value as at present, videlicet, £50; that the Second Scholarship in each year be reduced from £45 to £40. That the Third Scholarship in each year be of the same value as at present, videlicet, £30. That the Fourth Scholarship in the second and third years be suspended, and that the Fourth Scholarship at Matriculation be reduced from £30 to £20. The Expenditure would thus be £380, or £11 more than the income, and the College would effect a saving of £85, without, as your Committee think, materially affecting the inducements offered to Matriculants. The question of the distribution of the Funds arising from the Endowments and the names which the Scholarships bear, is a matter of some difficulty, and your Committee ventures to make the following suggestion:—That the three £50 Scholarships be as at present, one Foundation and two Wellington Scholarships. That the 2nd Matriculation Scholarship of £40 be as at present a Foundation Scholarship; that, with Mr. Allan's consent, his benefaction of £90 per annum be thus disposed of; that the 2nd Scholarship of £40 each (to be held in the second and third years) still bear the name of the Allan Scholarship, thus consuming £80 instead of the whole sum of £90 as at present, and that the remaining £10 be disposed of in the manner hereafter mentioned. That the three 3rd Scholarships of £30 each be a Dickson and two Burnside Scholarships, and that the 4th Matriculation Scholarship, of the value of £20, be called the Allan Scholarship, and that the income for it be made up of the £10 remaining from Mr. Allan's endowment, supplemented by a grant of £10 from the College Funds. The Scholarships offered then would be as follows:—At Matriculation, four, of the respective value of £50, £40, £30 and £20,—at the end of the first year, three of £50, £40, £30, and the same at the end of the second year.

Your Committee further recommend that a Statute be passed, providing that an Undergraduate shall not be eligible for a Scholarship at the end of his second year, unless he obtain, if a Pass man, a 1st class, and, if an Honour man, at least a 2nd class, in the previous examination. Another suggestion your Committee would make is, that the Bursar be instructed to open a special Scholarship Account, in which shall be credited all moneys received from Foundations, or granted by the College for the purpose of Scholarships, and in which shall be debited all the sums paid out to Scholars, and should there be a balance to the credit of the Fund at the end of the year, either through a Scholarship not having been awarded, or having been vacated, that such balance shall be invested, and the yearly profit arising therefrom be added to the Scholarship Fund. When it was,—

Resolved, That the Report of the Committee on Scholarships be received, and that Scholarships offered to Matriculants in October next be advertised in conformity with the recommendations therein given.

The Bishop of Ontario presented the following Memorial from the "Association of the University of Trinity College."

That a special Meeting of the Association was held, to take into consideration the propriety of again representing to your Honourable Body the advisability of re-establishing the Medical School, in connection with the University of Trinity College. That, after full discussion of the subject, it was unanimously resolved to address your Honourable Body, with a view to urging upon you the vital importance, in the opinion of the Association, to the interests of the College of reviving the said School. Your Memorialists take it for granted, in addressing your Honourable Body, that they will be given credit for an honest desire on their part, to promote, in every legitimate way, the advancement of their "Alma Mater," and they assure your Honourable Body that they have not arrived at their conclusion, as to the only mode of successfully effecting the purpose for which they met, and which it is the object of this Memorial to communicate to you, without having anxiously weighed whatever arguments could possibly be advanced

either in favour of, or against, the steps necessary, in their opinion, to be taken in order to restore the said School.

The conclusion, therefore, to which your Memorialists have unanimously arrived is, that the Medical School cannot possibly be re-established without the abolition, (as far as the same relates to Medical Students), of the Religious Tests to which Candidates for Arts Degrees are at present subject.

Your Memorialists understand that several objections have been raised to the step suggested, but, having carefully examined, discussed and considered the same, they feel persuaded that such objections ought not to prevail, or interfere with the revival of the School on the conditions referred to, inasmuch as, in their opinion, no damage can, with proper restriction, possibly result therefrom to the Institution. Your Memorialists, therefore pray that your Honourable Body will abolish the Religious Tests in question, as far as the same relate to Medical Students, and adopt such other means to re-establish the Medical School as may best secure its successful operation.

The Memorial having been read, it was moved by Profesor Bovell, seconded by Mr. Justice Hagarty, That it, being quite possible to render Trinity College increasingly useful, and the benefits of which it may be made capable more generally acceptable, be it,—

Resolved, That a Committee be appointed to consider the question of affiliation with the Provincial University on such equitable terms as may be agreed upon, and that such Committee consist of the Bishops of the Province of Ontario, the Archdeacons of said Province, the Provost and Professors of the College, Mr. Justice Hagarty, the Dean of Toronto, Mr. G. W. Allan, Mr. S. B. Harman, the Reverend J. G. Geddes, and Mr. C. J. Campbell, and that the Provost be Convener. (Which was carried).

A Letter from the Mayor of Niagara, with respect to the Public Building there, as suitable for the Trinity College School, having been read, it was moved by the Reverend J. G. Geddes, seconded by Mr. C. J. Campbell, That the Archdeacon of Niagara, the Reverend Doctor McMurray, and Professors Ambery and Jones, be a Committee to confer with the Mayor and Corporation of the town of Niagara upon the proposed sale or Lease, of the Public Building for the purpose of Trinity College School, and that the Archdeacon of Niagara be Convener. When it was moved in amendment by the Archdeacon of Toronto, seconded by the Provost, That it is desirable to have one common preparatory Church School for the Diocese of Toronto and Ontario, if an arrangement satisfactory to the two Dioceses in regard to locality, government, and finance, can be effected,—and that a Committee be now appointed to consider the whole subject and to report thereon.

The amendment being put was declared lost, and then the main motion was carried

Resolved, That the Finance Committee be instructed to invest in "Dominion Stock" the sum of $14,000, or such sum as may be now available for that purpose.

June 4th, 1868. This Meeting was called, 1st, to receive a Communication from the Bursar, with respect to the Steward, Mr. Philip Hartly; 2nd, to reconsider, with a view to its amendment, the Resolution adopted at the last Meeting, appointing a Committee to consider the subject of affiliation with the University of Toronto; 3rd, to receive the Report of the Committee appointed at the last Meeting to inspect certain Buildings at Niagara offered for sale, or Lease, for the purpose of the Trinity College School.

On hearing the Statements of the Bursar, and also those of the Provost and Professor Ambery, the Steward's notice to leave in three months, (according to his agreement,) was agreed to.

The Resolution, with respect to affiliation with the University of Toronto having been considered, the following amended Resolution was passed:—

In amendment to the Resolution adopted at the last Meeting, appointing a Committee on "Affiliation," be it,—

Resolved, That a Committee be appointed to consider the question of affiliation with the Provincial University, to report to the Corporation when they shall see fit,—the

Committee to consist of the Chancellor, Mr. G. W. Allan, the Archdeacon of Niagara and Toronto, the Provost and Professor Ambery.

The Committee appointed with respect to the Buildings at Niagara made the following Report:—

The Committee appointed to inspect the Buildings at Niagara, offered for sale, or lease, by the Mayor of the Corporation of Niagara, beg to report, 1st, that they inspected such Building, being that formerly used as the Court House for the County and the Hall of the Town, and found that, although it is a very handsome structure, well built, and capable of accommodating a large number of Boys, the scheme of taking it for our School labours under the following disadvantages:—1st. It would require a heavy outlay to put the interior into such order, by rearranging Rooms and Passages, as to fit it for School purposes. 2nd. It is on the main Street of Niagara, and although the block of land, on the front of which it is built, consisting of several acres, would form, when cleared of wooden Buildings and Sheds an ample Play Ground. still this would be in the heart of the Town, and the necessary fencing and enclosing would involve a large additional expense. 3rd. The price required for the purchase, would cover the expense of a new Building on a more advantageous Site, from plants of our own, and suited to our especial requirements. The Committee of the Corporation were not authorized to ask any exact sum; individual opinion ranged from Twenty to Ten thousand dollars; it could no doubt be purchased for the latter sum. If leased for a term of years, the annual rental would be the interest of $20,000 at 6 per cent. The Building originally cost $28,000. There is a Mortgage upon it of $3,600. Rental of Cottages on part of the Land, $400, and the estimated cost of clearing the square, $2,000.

In the second place, the Corporation was offered, under certain contingencies, free of rent for all such time as it might be used for a Trinity College School, a Building and two acres of Land at a small distance from the Town, formerly used as a Jail. This, however, from its lying in a low and damp situation, and, from the fact, that its present state is utterly unfit for School purposes, and would require a large sum to make it available for any such use, your Committee would not recommend the Board to accept it.

Your Committee were recommended to visit a House and Grounds which were offered for sale (called Brunswick Place); the situation was found to be good, the Land consisting of about ten acres, admirably suited for School use, and the House capable of being made by additions into a fine School House. If it is thought desirable that our School should be fixed at Niagara, the last seems to be, from its position, the only eligible Site brought under our notice. The Report was adopted.

The same Committee were then requested to continue their enquiries for a suitable place for the School.

The Bursar read a Letter from the Bishop of Ontario, concerning the expenditure of Funds for a School, which was ordered to lie over to the next Regular Meeting.

At the Meeting on the 4th of June, 1868, the Provost read a Letter from the Secretary of His Excellency the Governor General, enclosing a copy of a Dispatch from His Grace the Duke of Buckingham and Chandos to His Excellency, with two Volumes, being "The Early Years of His Royal Highness the Prince Consort," and "Leaves from the Journal of our Lives in the Highlands," ordered to be sent, by Her Majesty the Queen to the Library of Trinity College. When it was,—

Resolved, That the Corporation of Trinity College, Toronto, desire to convey, through the proper channel, to Her Majesty the Queen, their most dutiful and grateful acknowledgment of Her Majesty's gracious remembrance of the College, in presenting to its Library copies of "The Early Years of the Prince Consort," and of "Leaves from the Journal of our Lives in the Highlands." The Corporation will ever treasure these gifts as the most valuable records of the early life of him whose loss the Nation so deeply deplores, and of the domestic virtues by which he so graced his high station, and ministered so largely to the happiness of others.

The Bursar was instructed to acknowledge the receipt of the Letter, and Books, and to send, through the Governor General, a copy of the above Resolution to Her Majesty the Queen.

June 9th, 1868. Corporation met "*pro forma*" at the Church Society Rooms, when, in consequence of the Annual Meeting of the Church Society, it was, —

Resolved, That the Meeting do adjourn.

IV. THE METHODIST EPISCOPAL CHURCH, REPRESENTING ALBERT COLLEGE ON THE COLLEGE QUESTION—A LIVE AND PRESSING ONE.

I. LETTERS FROM THE REVEREND A. CARMAN, A.M., PRESIDENT OF ALBERT COLLEGE.

The following Communication appeared in the *Canada Christian Advocate*, the Organ of the Methodist Episcopal Church of Canada. It was written by the Reverend A. Carman, M.A., President of Albert College, Belleville, an Institution belonging to that Church. The Editor of the *Advocate*, and the Editor of the *Evangelical Witness*, the Organ of the Methodist New Connexion of Canada, have already distinctly and ably advocated the continuance of the public aid to the Denominational Colleges. President Carman writes as follows:—

The Editor of the *Christian Guardian* in its issue of the 13th instant, closing an account of the Convocation of Victoria University, writes as follows. He says:—

There is one common feeling of indignant protest against the unreasonable design of giving a legislative patronage to the one exclusively secular College at Toronto. It is an attempted and unjust interference with the Christian conscience of the Country, a denial of equal rights, and a tyrannical injustice. The friends of Victoria College insist upon simple justice in this free Country, and they are prepared, if it must come to that, and if they are compelled to do so, to make it a test question at the next elections. Assuredly no more important question of Provincial Politics is now before the Country.'

This is the way to deal with this matter; the question must go to Parliament by Petition; and if this will not avail, then to the people at the polls. Our first duty is to flood the Parliament at its next Session with Petitions. If, as we assert, the people of the Country are with us, then let us use our Constitutional right of Petition. We want a general Measure, fair to all, based upon Legislative action, affording aid to Colleges as Colleges, providing a Fund like the Grammar School Fund, not under the control of the Ministry of the day. Let us say so. We would be glad of a proper Governmental oversight as to standard and study and the faithful use of public money, etcetera. Let us declare our purposes and our wishes, and maintain our rights. The question has now come to a place at which the Methodist Episcopal Church to a man can get hold of it. So long as the question lay between the old Executive, or Governmental patronage, system, and nothing, most of our men and our General Conference held aloof, avowing a readiness to receive public aid on a proper Legislative basis, but protesting against the practice of the Country, and being forced to content themselves simply with the declaration of their principles. And no doubt that very protest has had much to do with bringing the question to its present aspect. But now, the question seems to lie between a proper Legislative system, such as we have contended for, and nothing; and we would be false to ourselves and to our Country, if we were not alive to it at this juncture. It is not that our principles have been abandoned, or our position changed, but it is that the question has come within our field. It has come, when the Church can unite to a man on the declarations of the General Conference. And our very zeal in protesting in the past only makes it incumbent upon us to be positive in our declarations, and earnest in our action now. Now is the time to secure the operation of our own principles. Only let us be assured that there is to be fair, honest, work, for a fair, honest, liberal, and patriotic measure, and I believe I may say to our people and for our people, we will do our part.

BELLEVILLE, May, 1868. A. CARMAN.

RECORD OF THE METHODIST EPISCOPAL CHURCH ON THE COLLEGE QUESTION.

The Board of Managers of Albert College in 1865,—then the Belleville Seminary,—composed of our most thorough going Voluntaries, resolved:—"While we are in favour of Legislative Aid to Higher Seminaries of Learning, not intended to impart a sectarian

education, we disapprove of such aid, unless it be given under some general system, similar to the regulating the distribution of the Literature Fund in the State of New York, which makes provision for all, but confers special favour upon none, and moreover is free from the influence, or control, of any Executive Government."

Our General Conference of 1856 at Brooklyn made the following declarations:—

"*Resolved*, That this Conference approves of the action of the Board of Managers of the Belleville Seminary, as expressed in the Resolution passed by them at Belleville on the 9th of August, 1855."

The Board of Managers of the College and the General Conference of the Church have often declared themselves to the same effect, the General Conference recognizing the Board of Managers as the proper Body to control the financial interests of the College. At the last Session the Niagara Annual Conference have passed Resolutions to the same effect. At the last Session the Niagara Annual Conference resolved, passed the following Resolution:—

Resolved, That this Conference is gratified with the manifest determination of the people of the Province of Ontario to abolish the old system of Governmental Aid under Executive control to the Colleges of Religious Denominations:—

2. Yet this Conference is fully persuaded that the cause of Higher Education in our Province must suffer great damage and loss unless some public provision is made for the sustenance of other Colleges than that of the Toronto University.

3. That this Conference fully believes that the most effective and economical method of opening the advantages of Collegiate Education to the youth of the Country, is, on a proper system, and under a proper control, to supplement, in a proper manner, the voluntary efforts made by the people of the Province to this end, as is done in supporting our Common Schools.

4. That this Conference steadily holding to the Voluntary Principle, as hitherto acted upon by our Body, and steadily maintaining the view declared by the General Conference of Orono, is firmly of the opinion that if, in the apportionment of the public funds for Higher Education the Legislative were substituted for the Executive basis, and money were set apart and distributed, as in the case of our Common and Grammar Schools, upon a plan laid down in an Act of Parliament, there being, at the same time, every proper Governmental supervision to guard the Standard of education, and to secure the efficiency of the Colleges and the public good, then, under such a provision, the Colleges of the Religious Bodies might receive public aid in closest adherence to the principles of rights, especially in unswerving fidelity to the voluntary principles for the propagation of Gospel, and with the greatest advantages to our rising Country.

The Ontario Annual Conference resolved,—

1st That we believe the Government of the Province to be in duty bound to make provision for the Higher Education of our youth, according to the well understood wishes of the people.

2nd. That it is apparent that the majority of the people of the Province favour the establishment and maintenance of Colleges under the care of the various Christian Churches of the Country.

3rd. That it is more economical for the Government to subsidize existing Colleges than to erect and maintain separate secular Colleges.

4th. That we hold that these considerations demand of the Government of the Country the passing of an Act of Parliament that shall secure aid to Colleges irrespective of sect, or party, free from the control of the Ministry of the day, and yet under such Governmental supervision as shall secure the efficiency of the College, and be a safeguard to the public.

5th. That, on this basis, in perfect accordance with the principles we have always held as a Church, and frequently declared in our supreme Assembly, (the General Conference,) we demand public aid for our College and University at Belleville.

6th. That, in view of the necessities of the Country, we are happy to be pioneers in the enterprise of affording to Girls and Women the advantages of a Collegiate education; therefore, we rejoice in the success of our Ladies' College in connection with Albert College at Belleville.

The Bay of Quinte Annual Conference Resolved,—

1st. That we hold to the declaration of our General Conference in 1856,—that, in our view the Collegiate Education of the Country should be provided for on some general and equitable system under an Act of Parliament, as in the case of our Common and Grammar Schools.

2nd. That, under such fair legislative provision not only would we accept aid for Albert College, Belleville, but would demand it as a right, of which we have been long deprived.

3rd. That we believe great wrong is done to the Country by keeping the old system of Executive Grants on the one hand, and, on the other, by laying out the money provided for University Education on one College at Toronto; therefore, we demand as citizens that the rights of the people be respected, and that, since it is so required by the majority of the people of the Province, public aid be given to other Colleges that may bring up their work to a proper legal standard.

4th. That we hold there is nothing in a School being under the ownership and control of a Denomination of Christians to deprive it of its legal rights, and we protest against the disabilities that are attempted and inflicted on it on this account.

V. THE (FREE) PRESBYTERIAN CHURCH, REPRESENTING KNOX COLLEGE.

PROCEEDINGS OF THE BOARD OF TRUSTEES OF KNOX COLLEGE, 1868.

June 11th, 1868. The Synod called for the Report of the Board of Management of Knox College. The Report was handed in and read by the Reverend David Inglis, the Chairman of the Board.

The Report of the College Senate was read by Principal Willis.

On motion made, and duly seconded, the Report of the College Board was received.

On motion of the Reverend D. Waters, seconded by the Reverend Doctor R. H. Thornton, it was agreed, that the Synod proceed now to consider the recommendations of the College Board Report, seriatim.

The first recommendation was read and adopted, and it was agreed to remit to a small Committee to bring in a motion as to the Lecturers to be appointed and on the details of the subjects, for the consideration of the Synod.

The recommendation is of the following tenor:—

1. That the lectureships in the College be continued, and that the Regulations in reference to the time when the classes shall meet, and the order in which the subjects shall be taught be left with the Board of Management.

The second recommendation was read in reference to the rule formerly adopted, limiting the number of times which Students might be allowed to take the Sabbath Services, during the Session of the College, to three times; and submitting to the Synod that the Regulation on this subject be amended so as to leave the matter at the discretion of the Senate.

It was moved by the Reverend R. Ure, and seconded, That this recommendation be adopted.

It was moved in amendment by the Reverend D. Waters, seconded by the Reverend Doctor William Ormiston, That the Students of the first and second Theological years be not permitted to go out to preach oftener than six times, during the Session, and that the Students of the last year be permitted to preach as often as the Senate may consider advisable.

A vote being taken, the amendment was carried, and the Synod decided in terms thereof.

The Reverend David Inglis read the next recommendation in the Report of the Board of Knox College, submitting to the Synod the expediency of appointing the Reverend George Paxton Young to take charge of preparatory training of Candidates for the Ministry, attending Knox College.

It was moved by the Reverend T. Wardrope, seconded by the Reverend A. Tolmie, and agreed, That this recommendation be cordially complied with, and authority given to the Board of Management to carry out the arrangement with Mr. Young.

The next recommendation in relation to Students of this Church taking their Theological Course, wholly, or in part, at any Foreign Theological Institution, but intending to labour in the Ministry, in connection with this Church, was read.

The first specification under this recommendation was read and adopted.

The second specification, embracing three particulars, marked a, b, c, was read. The first and second particulars were adopted without discussion. After reasoning, the third particular was adopted.

The Regulations, as adopted by the Synod, are as follows:—

1. That Students of this Class be required not to omit any part of the Literary Course which this Church has prescribed as preparatory to the entrance on Theological Study.

2.—(a) That, in order to facilitate the admission of said class of Students to the status of Preachers in this Church, they be strongly urged to present themselves, on the completion of their Theological course, for trials for license, before one of the Presbyteries of this Church.

(b) That, in the case of Students of the Class specified, who may take license in any Foreign Church, previous to the termination of their Theological Curriculum, such Curriculum must be completed before the license, so obtained, shall be recognized by this Church.

(c) That Students who shall, on the completion of their Curriculum, have obtained license in a Foreign Church, may be received as Preachers by any of the Presbyteries of this Church, on the production of the necessary evidence of licensure, as well as of their having completed their Theological studies: but Preachers thus received shall not be employed as probationers, nor be eligible for settlement sooner than Students of the same year who shall have been licensed by this Church.

On motion the Report, as amended, was adopted as a whole.

June 15th, 1868. The Committee appointed to consider and report as to the appointment of Lecturers in Knox College, presented their Report. The Report recommended that the Reverend Messieurs Ure, of Goderich, and Proudfoot of London, be appointed Lecturers in Knox College, next Session, and that the remuneration to each Lecturer be four hundred dollars.

The Synod received and adopted the Report, and in terms thereof, appointed the Reverend Messieurs Ure and Proudfoot, as Lecturers in Knox College next Session, the remuneration to each Lecturer to be four hundred dollars.

June 18th, 1868. The Report of the Board of Examiners was read, stating that the Examinations had been conducted at Montreal and at Toronto, and giving details of the operations of that Board.

On motion of the Reverend A. Wilson, seconded by the Reverend J. Laing, the Report was received, and its recommendations, that there should be two Boards of Examiners for Toronto and Montreal Colleges, respectively adopted.

Report of the Board of Management of Knox College, 1868.

The Board of Management of Knox College have to Report to the Synod, in reference to the various matters entrusted to their supervision.

1. *The Attendance of Students.* The number of Students in attendance on the classes in the Theological department was 20, of whom 9 were in the Senior, 4 in the

Second, and 7 in the Junior Class. Only 5 Students were enrolled in the preparatory department; but this is exclusive of a large number of Students who are taking a University Course, with a view to the Ministry of our Church.

II. *Professors.* In addition to the regular staff of Professors the Reverend Robert Ure of Goderich, and the Reverend John J. A. Proudfoot of London have taught the classes in Apologetics and Homiletics respectively, in accordance with their appointment at the last Synod. The Board recommend that these Lectureships be continued, and that the Regulations in reference to the time when the Classes shall meet, and the order in which the subjects shall be taught, be left with the Board of Management. The Reverend Doctor Robert Burns has, in former years, taught the class in Church History, and the Reverend J. M. King has kindly rendered great assistance in the preparatory Classes.

III. *The Library.* By the kind liberality of friends, large and valuable additions have been made to the Library. Three new Catalogues have been made out: (1) a Stock, (2) an Alphabetical, and (3) a Classical Catalogue; but there is still wanting a printed Catalogue for the use of the Students. From the duplicates in the Library, a thousand Volumes have been sent to the Montreal Presbyterian College; for which cordial thanks have been returned.

IV. *The Bursaries.* The Board desire to notice with gratitude the additions that have been made to the Bursaries of the College during the year. Mr. G. L. Beardmore has established two Bursaries of $50 each, having contributed the sum of $100 for this purpose, and signified his intention of contributing a similar sum for the next five years. The same Gentleman has also given $50 for the Library. Mr. J. Goldie of Ayr, has also sent $500 for the purpose of founding a Scholarship in connection with the College. Mr. W. Ross of Stirling, Scotland, has contributed $40 and Mr. W. Hall of Peterboro, $50 to be contributed for five years, as Bursaries.

V. *Students Preaching.* It was agreed by the Board to recommend that the Regulation in reference to the Preaching of Students during the College Session be amended, so as to leave the matter at the discretion of the Senate. From this the Reverend D. Waters dissented.

VI. *United States' Students.* The subject of Students who have completed their Studies in the Theological Seminaries of the United States was remitted to the Board by the last Synod; and the Board recommends that the Synod enact the following Regulations in reference to Students of this Church taking their Theological Course, wholly, or in part, at any foreign Theological Institution, but intending to labour in the Ministry, in connection with this Church:—

1. That Students of this class shall be required not to omit any part of the Literary Course which this Church has prescribed, as preparatory to the entrance on Theological study.

2.—(a) That, in order to facilitate the admission of said class of Students to the status of Preachers in the Church, they be strongly urged to present themselves, on the completion of their Theological Course, for trials for License, before one of the Presbyteries of this Church.

(b) That, in the case of Students of the class specified, who may take License in any foreign Church, previous to the termination of their Theological Curriculum, such Curriculum must be completed before the License, so obtained, shall be recognized by the Church.

(c) That Students who shall, on the completion of their course, have obtained License in a Foreign Church, may be received as Preachers by any of the Presbyteries of this Church, on the production of the necessary evidence of licensure, as well as of their having completed their Theological studies; but Preachers, thus received, shall not be employed as Probationers, nor be eligible for settlement, sooner than Students of the same year, who shall have been licensed by the Church.

VII. 1. *Ordinary Funds.* The amount received from Congregations during the present year, for the Ordinary Fund has been $5,753.80. The Expenditure has been $6,383.32, leaving a balance due at the close of the year, $629.32. There is also a further sum of $931.65 due to Professors, making the total amount due $1,561.17. The sum due at the close of last year was $1,129.46; so that the debt on this Fund has been increased by $431.71. This is a matter of deep regret to the Board, who have used every effort in their power for some years past to reduce this debt. It must, however, be borne in mind that three Presbyteries formerly contributing to Knox College have been set off by the Synod, and attached to the Theological Seminary of Montreal. The Presbyteries contributing to Knox College have contributed more than they did last year, although not enough to prevent a very serious addition to the debt. This subject is earnestly commended to the attention of the Synod.

2. *Endowment.* The sum of Four thousand dollars has been received from Mr. W. C. McLeod of Woodstock, towards the endowment of a Chair in Knox College. This large donation was made on the payment of the sum of $2,000 due to Mr. McLeod, on account of the Beachville Church; of this $2,000 only $1,000 has been specially contributed, and the balance of $400 was advanced by the Treasurer, and in the first instance it will be necessary to apply the interest of $4,000 in repayment of the sum thus advanced. It is hoped that the wealthy Members of our Church, stimulated by Mr. McLeod's example, may see the importance of placing the College upon a more satisfactory basis, by a liberal endowment of the Professors' Chairs.

VII. *Preparatory Department.* The Synod have taken steps, from time to time, with a view to the encouragement of our Students in prosecuting their Studies at the University, and graduating there, before entering on the Theological Course in Knox College; yet it has always been found necessary to make provision for those who have not received a preparatory education of so thorough a kind, as to enable them to do this with advantage. The necessity has been increasingly felt for some provision to give this class of Students more efficient Literary training. With this view, it was proposed by certain Ministers, and other Office Bearers in the Church, to ask the Synod to appoint the Reverend George Paxton Young, A.M., to take charge of this Department of the work, and, with the cordial approval of this Board, they proceeded to solicit subscriptions for the purpose of raising Mr. Young's stipend, in case of his appointment by the Synod; so that this arrangement might not impinge on the Ordinary Funds of the College. It is proposed that this arrangement shall be only for the next two years, thus meeting a present and pressing necessity, without pledging the Synod to the permanent maintenance of such a preparatory course. From the well known attainments of qualifications of Mr. Young, the Board have the utmost confidence in recommending his appointment to the charge of this department of the work.

Toronto, June, 1868. David Inglis, Chairman.

Report of the Board of Examiners.—The Board has to report that the Examinations were conducted, as during former years, at Montreal and Toronto, one-half of the Board meeting in the former, and the other half in the latter, place, the questions used, however, being the same in both places.

The Board notice with much satisfaction that the Candidates generally presented themselves punctually at the time appointed, and, in most cases, came well prepared. To this there are a few exceptions, on account of which the Board had to make arrangements for a second Examination. It is, however, to be hoped and desired that such a necessity will not again occur, as, so far as the Board are informed, the Students themselves now see the propriety, and perceive the advantages of such a regular review of their studies. It would greatly tend to the regularity and efficiency of the examinations by the Board, were the Senate to make a special report upon the case of each Student, who attends the Classes, without having first passed the requisite Examination.

The attention of the Senate was specially called to the case of one Student, who, although in other respects, highly to be commended, was deficient in classical attainments.

As several of the Students in the Preparatory Course seemed somewhat at a loss as to what Class they could attend in Classics and Metaphysics, at the suggestion of the Board, the Reverend J. H. King, of Toronto, met with them twice a week, and gave them instruction in Latin and Greek, in which studies Mr. King states they have made very satisfactory progress. Professor Caven also, in addition to his regular work, kindly gave such Students much aid in the study of Philosophy.

As reported at last Synod, the Board had succeeded in raising Funds for the purpose of giving Scholarships to Undergraduates of the Toronto University, who are preparing for the Ministry in the Canada Presbyterian Church. This part of their work has been successfully carried on during the last year.

Nine Candidates entered as Competitors for the Scholarships offered.

The Board awarded to each of the other Candidates, whose papers were all good, the sum of $30, to aid them in the prosecution of their studies. The entire sum awarded by the Board amounts to $365, an equal amount is promised for another year by the same Congregations, and doubtless others will also contribute, so that our Successors will be able successfully to carry out the scheme thus happily inaugurated.

It is pleasing to notice a growing desire on the part of Candidates for the Ministry, to avail themselves of every facility of attaining a thorough liberal culture before entering the Theological Classes.

TORONTO, June, 1868. WILLIAM ORMISTON, Convener.

FINANCIAL STATEMENT OF KNOX COLLEGE FOR THE YEAR 1867-68.

Receipts.

Amount received from Congregations, etcetera ...	$5,753 80	
Balance due at close of year	629 52	
		$6,383 32

Expenditure.

Amount due at beginning of year	$721 46	
Paid on account of Salaries	4,677 00	
Paid to Mr. Willing	250 00	
Paid accounts for Repairs, etcetera	107 74	
Paid for Library	102 19	
Paid for Printing, advertising, stationery	76 00	
Paid Insurance	106 40	
Paid Interest on Mortgage	146 55	
Paid Interest for advances for ordinary expenditure	75 85	
Paid City Improvement Rate	30 13	
		6,383 13
Amount at Debtor, as above	$629 52	
Due Professors at date	931 65	
Total amount due on the Ordinary Fund	$1,561 17	

BURSARY AND SCHOLARSHIP FUND.

Receipts.

Balance at the beginning of the year	$5 05	
Received, as per statement	1,387 14	
		1,392 19

Expenditure.

Amount invested: Goldie Scholarship	$500 00	
Bursaries and Scholarships paid	835 00	
Paid for Elocution Class and Literary Society	44 00	
Balance in hand	13 19	
		1,392 19

COLLEGE BUILDING FUND.

Amount at Debtor, as last year	$ 537 64
Amount on Mortgage	1.625 98

CHAPTER XIX.

CORRESPONDENCE ON THE UNIVERSITY QUESTION AND THE WITHDRAWAL OF THE PARLIAMENTARY GRANT FROM THE COLLEGES, 1868.

I. LETTER FROM THE REVEREND N. BURWASH, B.A. JANUARY, 1868.
II. LETTER FROM THE REVEREND W. MORLEY PUNSHON, M.A. JULY, 1868.
III. LETTER FROM THE REVEREND A. CARMAN, M.A. JULY, 1868.

I. LETTER FROM THE REVEREND N. BURWASH, M.A.

INTERESTING FACTS CONNECTED WITH VICTORIA COLLEGE,—THE EARLIEST UNIVERSITY IN OPERATION IN UPPER CANADA.

In the present discussion as to the propriety of Government Grants to Denominational Colleges the following facts may be worthy of notice:—

1. Denominational Colleges were the only provision for University education until some twelve, or thirteen, years ago. For the first half of the last twenty-five years they did University work alone, and, during that last half, they have done the larger part of it. The patrons of Non-denominational Education are still in the minority; then why should public Moneys belonging to the whole Country be appropriated for their benefit alone?

2. Victoria College has been in the field from the beginning,—now nearly twenty-six years. The Buildings were erected and furnished, and the Institution has been maintained mainly upon the voluntary principle, as the following figures will show:—

Original cost of Buildings and Furniture	$50,000
Expenses current of 25 years	160,000
Total	$210,000
Grants to Building Fund, by direction of the Colonial Secretary, England	$ 17,000
Aggregate Government Grants for 25 years	71,000
Total	$88,000
Leaving, to be provided by voluntary Contributions and Fees	$122,000

3. The important service rendered to the Country in the work of University Education will also appear from the following Statistics, which cover fourteen years, from 1853 to May, 1867, the close of the last College year. During thirteen of these years Victoria College has been in competition with the Non-denominational College at Toronto.

Number of young men educated in Victoria College in 14 years	1,398
Average number annually going out into active life	100
Average annual attendance in the same period	202
Average in the University Department	90
Average in the Grammar School	112
Average length of attendance of each Student, (years)	2
In twenty-six years Victoria College has graduated in—	
Arts (B.A.)	108
Medicine (M.D.)	377
Law (LL.B.)	10
Total	495

None of these are Honorary, or *ad eundem* Degrees; all have pursued their full Course of Study for the Degree received.

4. The Statement that Victoria College is merely a Training School for Wesleyan Ministers may be answered, first, by the fact that Victoria College is purely a Literary Institution, there being no Theology taught, or Theological Professor employed in it; secondly, by the following figures, which will show the relation of the College to the Wesleyan Ministry and to the various learned Professions:—

Number of young men received into the Wesleyan Ministry in fifteen years, ending in June, 1867	323
Number of these educated (in Literary and Scientific subjects alone) in Victoria College	120
Number educated in University College, Toronto, or in the Grammar Schools of Canada, or in England	203

Now, if it be a "mortal sin" for Victoria College to educate in Science only, one hundred and twenty Wesleyan Ministers, what must it before other Institutions to educate two hundred? And what must it be for the University College, Toronto, to give precisely the same kind of education to one, or two, hundred Ministers of the Canada Presbyterian Church during the same period? Is the Christian Ministry a proscribed profession? Are the Colleges of our Country to be refused aid because in them Candidates for the Christian Ministry receive a literary education? If so mete out one measure to all.

5. The Graduates in Arts, of Victoria College, as before stated, number 108. They are found in the following Professions:—

Ministers of other Churches	5	As Professors in Colleges	5
In Law	22	As Merchants	8
In Medicine	12	As Editors	3
As Grammar School Masters	15	As Farmers, etcetera	9

To these Statistics we may add that the attendance at Victoria College during the present year is,—

In Arts	60
In Law and Medicine, about	200
In the Grammar Preparatory School	120

A class of eleven are in preparation for graduation in May next.

With these facts before us we ask our Countrymen and our Legislators if an Institution, doing a work so extensive, and a work confined solely to Literary and

Scientific education, is to be refused all Government aid, simply because it is under the care of a Religious Denomination.

Cobourg, January, 1868. N. Burwash.

II. Letter to an English Paper from the Reverend W. Morley Punshon, M.A. Belleville and Cobourg, and the Country between them, Described. Victoria College. Value of its Work and Service to the Country. The Injustice to the Colleges of the Withdrawal of their Legislative Grants. Wants of the Church.

From Ottawa I travelled Westward to Belleville, where is a very elegant Methodist Church, and a thriving Society,—the Senator for the District being Sunday School Superintendent, and one of the active men. Between Belleville and Cobourg the Country becomes more fertile, and the Farms which lie back from the Rail are well cultivated and prosperous. A stranger is struck by the absence of all squalid poverty. . . . Everybody has a well to do, comfortable sort of look. All the Farmers are what in canny Cumberland would be called statesmen! men owning their own Farms, and under no care of restraint, or middlemen; and although clearing is a difficult process, and the rough Pine Stumps are hardly got out of the ground under a dozen years, with ordinary industry and good conduct men may live and thrive.

Cobourg presents very much the appearance of a large English Village. It is beautifully situated on Lake Ontario, and is said to be free from the extremes of temperature to which some other places are liable. This is the seat of the Wesleyan University of Victoria College. I preached what is called the "Baccalaureate" Sermon, with the Graduating Class in Arts sitting in their Robes in front of me, and, in the course of the following week, I attended the exercises of Convocation. The impression made upon my mind was most favourable. Since the Charter of Victoria University was granted, there have been nearly 600 Graduates in the several Faculties of Art, Law, and Medicine. Many of these were present; strong and hearty in their affection for their Alma Mater, and the addresses which were delivered at the Alumni Dinner (a Dinner, by the way, where all the Toasts were drunk in water,) while they attested the most unmistakeable loyalty to British Institutions, gave evidence of ability which would not disgrace a British House of Commons. There were two Members of the Legislature present, both Graduates of Victoria College; Physicians, Barristers, Mayors, Merchants, all finding reputable positions in life, linked in affection and interest to an Institution which boldly and manfully proclaims itself a Wesleyan University. I rejoiced greatly in the influence which is thus wielded for our own Church, and should deplore as a grievous calamity anything which would impair it.

The Legislature of Ontario has been accustomed to give an Annual Grant toward the College Funds, but they are threatening to withdraw all Grants from Denominational Colleges, and are wishful to bring about an affiliation of all such Colleges to the Toronto University. If such affiliation could be accomplished on equal terms, and without the Cession of the University Charter, it might be good, inasmuch as it would, perhaps, give the public, who judge hastily sometimes,) a more general confidence in thoroughness of the Examinations; but I confess that the reconciliation of class interests even here, seems so difficult, and the ultimate benefit so doubtful, that I should be glad to see the Methodist people rise in their might, and by a very Niagara of benevolence, render themselves practically independent of the interviews, or fickleness, of Politicians altogether. Not that I would have them give up their just claim upon the Legislature. They have made great sacrifices for the higher education of the Country on the faith of State help, and in some way, or other, either by a sum fixed according to expenditure and results, or by a sum paid down in lieu of all future demands, this claim must be met, or the reputation of the Province would be tarnished, and its future put in peril. *Dii avertite Omen!*

One of the great needs of the Church in Canada seems to be the establishment of the Theological Chair. They have adopted a Curriculum of Study which each probationer is required to follow, but they have at present, no course of systematic Theology. Many of the Ministers and Laymen are alive to this, and I should not wonder if some scheme to provide for it were speedily devised. Methodism has a fine constituency and a firm hold of their hearts. It is refreshing to see its workings, where it cowers beneath no shadow. It has dangers here, but they are of another kind, politically, than those which beset it at home. Here, nothing can hinder its progress, if its Ministers are as the heart of one man, and if Ministers and people alike realize the Holier Baptisms of the Spirit of God. . . . .

TORONTO, July, 1868. W. MORLEY PUNSHON.

III. LETTER FROM THE REVEREND A. CARMAN, PRESIDENT OF ALBERT COLLEGE, BELLEVILLE. THE COLLEGE QUESTION. ITS PRESENT ASPECTS. WITHDRAWAL OF THE PARLIAMENTARY GRANTS.

If we are wise men we learn from experience. If we are seeking something worth having, and have failed to obtain it, we inquire for the cause of our failure and avoid it in future.

At the last Session of the Provincial Legislature, the Colleges one way, or another, were before that Body asking some system of public aid that would enable them to carry on their educational operations in the Country. To some of these applications aid was afforded, on the ground that they had long been recipients. . . . But when their morsel was thrown down to them, they were curtly told that it was their last, and that they need not come again; just as though they were disreputable Beggars, and were not claiming and enjoying an indisputable and cherished right. . . . .

Now for the lesson to be learned. Had this College Question been agitated before and during the Elections, had it been fairly and fully discussed up to the time of the Meeting of the Legislature, had numerous well-signed Petitions, as might easily have been done,—been laid before Parliament, praying for efficient and equitable legislation in behalf of the Colleges, the result would no doubt have been different. There would have been no surly flinging down of a Special Grant as a "special grace and favour," with a haughty, snappish command to the Colleges never to show their faces again; but there must have been, before the voice and majesty of the people in such a case making and enforcing a right, a fair consideration of the rights involved, of the interests at stake, and a careful and just legislation for the welfare of all classes, and for the good of the whole Country. To this end there should be an immediate, hearty, and continuous co-operation of the Colleges and of the Societies that have instituted and maintained them. . . . . And the will and wish and resolve of the people of this Province is that a large share of the higher education of our youth shall be given in Colleges, under the care of the Churches. This is proved by their numerous efforts in the erection and sustenance of such Colleges. Now when they demand public aid for such Colleges, their very demand creates a right; and this right must be respected. . . . .

The main question now is, have the Colleges a community of interests? If not, each can fight the matter out on its own line; and this is sure defeat. But if there is a community of interests, there ought to be unity of action. Conferences and Synods have plainly enough declared themselves. But these forces want focalizing. We want concert of action in Petition, or Memorial, or Public Meeting, or whatever plan may seem best to our soundest judgments and most honest hearts; but let it be a conscientious and simultaneous movement, and in good faith for the good of our Country, or we shall be despoiled of our rights, and too late beginning our groaning under an educational monopoly. Our mistake was that we lay still all the time, before the Meeting of the Legislature,—emboldening some men to fling insult into our very faces. For some reason, there was no co-operation, if there was even a systematic feeling among the

friends of the Colleges. Shall it be so again? Shall the Legislature meet and nothing have been done? Shall the Government and the Parliament argue from our quietness and inaction that we are indifferent about the whole matter? Shall our suit for our rights go against us by default? No! We will put in an appearance. We will claim our ground. We will combine in good faith and earnest action. We will demand, and if we aright demand, we shall obtain a fair and honourable Legislation that will benefit all classes of Her Majesty's loyal subjects in this Province and injure none.

Iroquois, July 18th, 1868. A. Carman.

CHAPTER XX.

COMBINED MOVEMENT OF A MAJORITY OF THE COLLEGES IN REGARD TO THE PROSPECTIVE WITHDRAWAL OF THE PARLIAMENTARY GRANTS. REMONSTRANCE TO THE DOMINION GOVERNMENT.

A Preliminary Letter from Principal Snodgrass to Doctor Ryerson.

It appears that the College Grants are to be brought down in Supplementary Estimates, and according to *The Globe* are to be accompanied with a stringent Resolution making them final.

This seems to me so transparent a move, that I hope the intelligent Members of the House will not be caught by it. At the same time, I have no means of knowing how far the Government may have been encouraged by the Members to act in this manner. I write for information, and desire to know your views, if the course to be followed is such as *The Globe* represents. It seems necessary to take some action to prevent the passing of such a Resolution. I shall be glad to have your opinion by return of mail, and, if you can suggest anything for me to do, I shall be glad to co-operate with you and other friends.

Kingston, February 15th, 1868. W. Snodgrass.

Note. No copy of a reply to this Letter is available; but, from subsequent proceedings it would appear that Doctor Ryerson intimated that he would be prepared to take an active part in any movement that was considered desirable under the circumstances, and would aid that movement in any way in his power. This he did by preparing the Draft of a Letter to the Dominion Government on the proposed withdrawal by the Ontario Legislature of the Grant to the Colleges, which had been made for so many years previously by the Dominion Government, while the Public Meeting of the Representatives of the majority of the Colleges held at Kingston in April, 1868.

Public Meeting in Kingston of the Representatives of the Outlying Colleges on the Proposed Withdrawal of the Parliamentary Grants to them, 1868.

In accordance with an informal arrangement a Meeting was held at Kingston on April the 8th, 1868, to consider the present aspect of the University Education in the Province of Ontario,—especially in its bearing on the interests of the Colleges not affiliated to the University of Toronto, owing to the threatened withdrawal of the pecuniary aid hitherto accorded to these by Government. The Meeting was held on the part of the Supporters of the University of Victoria College, the Reverend Doctor Ryerson, the Reverend Principal Nelles, the Reverend Doctor Anson Green, the Reverend Doctor L. Taylor, the Reverend Doctor S. D. Rice, the Reverend Richard Jones,

Mr. J. H. Dumble, and Mr. A. W. Lawder, M.P.P., and, on the part of the Supporters of the University of Queen's College, the Reverend Principal Snodgrass, the Reverend Doctor John Barclay, the Reverend Professor Mackérras, Senator Donald Macdonald, and Mr. James Michie.

The Reverend Richard Jones was unanimously appointed Chairman, and the Reverend Professor Mackerras, Secretary of the Meeting.

After prayer, a lengthened conversation arose on various points connected with the subject which the Meeting had convened to consider, after which it was moved by Principal Snodgrass, seconded by Principal Nelles, and unanimously resolved:—

I. As to a University:—"That there be, and it was intended by the University Act of 1853 there should be, a Provincial University,—the name of which might be the University of Ontario,—that this University should exercise the functions assigned by the said Act to the University of Toronto; and that, as the supreme fountain of literary honour in the Province, it should have affiliated to it all Institutions capable of giving and maintaining a full Collegiate Course of Instruction, and willing to be affiliated under conditions afterwards to be agreed upon."

II. As to Colleges:—That a College in order to be affiliated to the proposed University be such as,—

1. Shall adopt a Curriculum laid down by a Central Board, sanctioned by the Government, and carried out by a staff of at least five competent Professors.

2. Shall extend to Government the right of exercising a veto in the appointment of its Professors.

It was moved by the Reverend Professor Mackerras, seconded by the Reverend Doctor Green, and unanimously resolved,—

That the Reverend Doctor Ryerson, Principal Snodgrass, and Principal Nelles be appointed a Sub-Committee to consider and prepare a Scheme for the Constitution of the proposed University, especially as regards the nomination and appointment of the Members thereof, and further to consider and suggest such points connected with affiliation, other than those already agreed upon, as may be deemed desirable.

April 9th, 1868. The Committee having met on this day to draft a Scheme for the Constitution of the proposed University, and having very fully considered the matter, unanimously resolved as follows:—

1. It is of the utmost importance in a civilized and progressive Country that public provision be made for Collegiate, as well as for Elementary, Education. This principle has been clearly recognized by the University Endowment created for Collegiate Education in Upper Canada.

2. It was the avowed object of the University Act of 1853 to give public aid to deserving Collegiate Institutions in different parts of Upper Canada, as the best means of promoting the higher education of youth.

3. It is inconsistent with the University Act of 1853, unjust to large portions of the Community, contrary to sound principle of public economy, and to the best interests of Collegiate education, that Legislative Endowment, or aid, should be confined to one Collegiate Institution, since one such Institution is inadequate and unsuitable to meet the wants of the various classes of the population; and the experience of all Countries has shown that a monopoly, and the absence of emulation and competition, in Educational Institutions, as in all professions and pursuits in life, are unfavourable to progress, as well as incompatible with the development of individual enterprise and free Institutions.

4. We believe that the true system of Collegiate Education for this Province to be that contemplated by the University Act of 1853, providing for one Provincial University, on the plan of the London University in England, with one Board to prescribe, under the sanction of the Government, a Curriculum of Studies for the several Colleges affiliated to it, and placed on an equal footing.

5. The late Legislature of United Canada, after having granted annual aid to Queen's and Victoria University Colleges for nearly twenty years, increased that aid in 1860 by the addition of £500 per annum to each of these Colleges, the Government appointing shortly thereafter a Commission to examine into, and report upon, the Administration and Expenditure of the University Endowment under the Act of 1853, and the Legislature continuing the increased Grants with perfect unanimity from year to year until the Act of Confederation thereby clearly showing its intention to give permanent, as well as efficient, aid to these Colleges.

6. Since the Act of Confederation a new system of Government having been organized, and a separate Legislature for the Province of Ontario established, dissatisfaction with the old system of Annual Grants to Colleges having been expressed, and an intimation of their discontinuance given, it is now the proper time to bring the whole subject of Collegiate Education under the consideration of the public, the Legislature, and the Government, in order to secure for the Province of Ontario, contemporaneously with the inauguration of the new Dominion, a system of Collegiate Education based on just, economical, and comprehensive principles, in accordance with the views of the great majority of the people, and adapted to the widest diffusion of solid Collegiate education.

7. This great question is recommended to the attention of the supporters and friends of all the Colleges concerned, in order, by means of Public Meetings and Memorials, to obtain such enactments by the Legislature as will secure to the present and future generations of our Province the inestimable boon of a National University, with the affiliation upon equitable principles of efficient Colleges established by voluntary effort and aided by Legislative liberality.

It was resolved further,—

That an application be made to the Legislature of Ontario for an Act embodying the following provisions:—

I. As to a University:—

1. That effect be given to the intention of the University Act of 1853, as regards the foundation of a Provincial University,—the name of which might be the University of Ontario.

2. That the Membership of the University shall consist of all the Graduates of any University in Upper Canada, (or Ontario) the College of which shall become affiliated to the proposed University, it being understood that the Universities, to which such Colleges have hitherto belonged, shall hold their University powers in abeyance as regards the Faculties provided for by this Act.

3. That the Senate, or Central Board of the University, shall consist of the Heads of affiliated Colleges, with an equal number of Members impartially appointed by the Government, and of a Chancellor, or presiding Officer, who shall be appointed by the Government.

4. That it shall be the duty of the University Senate to prescribe the Curriculum of Studies to be followed by affiliated Colleges, to fix the standard of Matriculation and Graduation, to arrange for the conducting of University Examinations, to appoint Examiners, and to confer upon qualified Candidates Degrees in Arts, Medicine, and Law.

II. As to affiliated Colleges:—

Every College now in operation in Ontario, or that may hereafter be established by Legislative enactment as an affiliated College, shall have the standing and enjoy the benefits of affiliation to the proposed University, subject to the following conditions, videlicet:—

1. Adoption of a prescribed Curriculum of Studies.

2. Maintenance of a staff of at least five competent Professors in the Faculty of Arts.

3. Giving to the Government the right of vetoing the nomination of Professors, and of exercising such inspection as may be necessary to secure the faithful carrying out of the provisions of the law.

4. Submitting annually to the Government such Reports as may be required.

5. The erection, or possession, and the equipment of suitable Buildings, as also the procuring of public securities and the depositing of them with the Government, subject to the half-yearly receipt of interest thereon, so that the Government may have satisfactory assurance of the ability of such College, with the aid extended by the Legislature on such principles of distribution as may be fixed upon, to maintain a vigorous and permanent existence.

6. Any College failing at any time to comply with the conditions above specified may forfeit its standing as an affiliated College.

The following Resolution was also unanimously adopted:—

The primary object of the University Act of 1853 having been defeated by maladministration, and a large portion of the Income contemplated and provided for by the said Act of 1853 having been expended to the great wrong and injury of the several Colleges, it is recommended that the subject of this pervertion of the provisions of said Act be brought under the consideration of the Dominion Government, in order to obtain compensation for the wrongs and spoliation committed under an Act passed by the late Legislature of United Canada.

It was further agreed that Principals Snodgrass and Nelles be appointed a Sub-Committee to prepare and present to the Dominion Government a strong remonstrance on the subject, and in terms of the foregoing Resolution, with a view to obtaining pecuniary compensation and redress for the wrongs therein referred to.

KINGSTON, 8th April, 1868. ANSON GREEN, Chairman. J. H. MACKERRAS, Secretary.

NOTE. It was understood at this Meeting that Doctor Ryerson would aid the Committee in drawing up the "Remonstrance" to the Dominion Government, but before doing so, Doctor Snodgrass wrote the following Letter on the subject to Doctor Ryerson:—

I have just had an unexpected and favourable conversation with the Honourable Alexander Campbell, relative to our proposal to claim compensation from the Government. He seems to think that if the claim be admitted at all, it will take a place in the settlement of the liabilities of the late Government of Canada. I remarked that we were asking for compensation, on the conviction that the Members of the Dominion Government had a very friendly disposition towards the Colleges, and that, if they can, they will, put something in our way. His reply was "only give us a good excuse." He suggested that we should print the Document which you have undertaken to prepare, (I did not say you were preparing, or to prepare it,) so that a copy might be placed in the hands of each Member of the Government. I said I would certainly do so, on finding that Sir John A. Macdonald, on behalf of the Dominion Government, is willing to receive it. So that you had better suggest to Doctor Nelles to authorize me to incur a share of the expense for Victoria. I write you now to encourage you in the important service you are about to render. You will, no doubt, make a good and strong case of it. I feel more and more the importance of having Bishop Horan's signature; bear that in mind when preparing the paper, not that there should be any reference to Regiopolis in particular, but that you may omit every expression which might seem to be a call for hesitation on the part of Bishop Horan.

KINGSTON, April 11th, 1868. W. SNODGRASS.

NOTE. A few days after receiving this Letter, Doctor Ryerson, (on the 15th of April, 1868), wrote the Draft of a Letter of "Remonstrance" to the

Dominion Government for the Committee appointed at the Public Meeting, held at Kingston, on the 8th instant. The Letter, as approved by the Committee, is as follows:—

LETTER WRITTEN ON BEHALF OF THE MAJORITY OF THE COLLEGES TO THE SECRETARY OF STATE OF THE DOMINION GOVERNMENT.

The Annual Grant made by the Parliament of United Canada to the Colleges which we represent for more than twenty years, and the large and unopposed increase of those Grants since 1861, authorized the reasonable expectation that the good faith of the Government and Parliament would regard these Grants as permanent, unless forfeited by some gross defect, or unfaithfulness on the part of the Colleges receiving them; but our expectation in that respect has been disappointed. The circumstances in which we are thus placed, have caused the Managers of Queen's, Victoria and Regiopolis Colleges to consider, with great anxiety and care, what resources for public aid may be made available to them upon the grounds of law, as well as of equity and public interests. With this view, they have examined the provisions of the Toronto University Act of 1853, together with the "Report of the Commissioners" appointed by the Governor General in 1861, " to inquire into the expenditure of the Funds of the University of Toronto," etcetera.

In behalf of the Managers of our respective Colleges, we beg to submit the following Communication on the subject for the favourable consideration and decision of the Government of the Dominion. We adapted this course, because the Toronto University Act of 1853 was passed by the Legislature, the said Act was administered and a Commission was appointed on the subject by the Government of United Canada; and it appears to us that the General Government of the Dominion should secure to the Colleges we represent and other Colleges in like circumstances indemnity for any wrongs inflicted on them by the maladministration of the University Act of 1853, and the illegal expenditure of portions of the University Endowment. We desire to point out that: —

1. The University Act of 1849 provided for the affiliation of Colleges to a Provincial University, but made no financial provision for "academic education in Upper Canada," except in connection with one College in Toronto. The Preamble of the University Act of 1853, declares that the object of it is to correct the defect of the preceding Act of 1849, as "many Parents and others" objected on several grounds to "sending the Youth under their charge to be educated in a large City, distant in many cases from their own homes," and such Youth, therefore, "would prosecute and complete their studies in other Institutions in various parts of this Province." It was, therefore, declared "just and right" to afford them facilities to do so.

2. By comparing the University Act of 1853 with that of 1849, which it repealed and superseded, it is as clear as day that the leading object of the former was so to improve the management and limit the Expenditure of the University Endowment, so as to create means to promote Academic Education in Upper Canada, besides adequately supporting University College at Toronto. The Act of 1849 gave unlimited power to erect Collegiate Buildings, etcetera; while the Act of 1853 authorizes no erection of new Buildings, but to defray the "current expenses of said University," "the current expenses of University College, including in both cases the care, maintenance and ordinary repairs of the Property assigned for the use of said University or College;" also "such permanent improvements and additions to the Buildings on said Property as may be necessary for the purposes of said Institutions respectively."

3. When it is recollected that estimates had been made under previous Acts for large expenditures in the erection of Buildings, and that these estimates had been disallowed by the Government, and the erection of a modest Building only allowed, and that the

Act of 1853, carefully avoided the mention of erecting new Buildings, and employed the phraseology above quoted, it is manifest, that the Legislature never intended the erection of new Buildings at all, and that the excessive expenditure of more than half a million dollars in the erection of new Buildings on a new Site is unauthorized by the Act of 1853,—was a deplorable waste of the University Endowment, and a great wrong to other Institutions giving academic education in different parts of the Province.

We think it needless to quote, much less to discuss at length the 51st, 52nd, 56th and 57th clauses of the Act of 1853, relating to the expenditure of the Income of the University Endowment; we simply quoted the phraseology relating to Buildings, and submit that the expenditure for the erection of new Buildings is at variance with the very objects and provisions of the Act, and has deprived the other academic Institutions in Upper Canada of permanent and efficient aid which Parliament would have granted them from the surplus of the University Income Fund.

But apart from, and in addition to, this consideration, the answers of the Bursar of the University Commissioners, appointed by the Canadian Government in 1861, furnish the following facts:—First, that the Income of the University Endowment unimpaired and unperverted, would have yielded an annual revenue of upwards of $80,000 per annum. Secondly, the University College Council itself estimated that $30,000 per annum was sufficient for the efficient operations of that College. Thirdly, that in 1858, a surplus of the Income Fund had accumulated to the amount of $28,039.67. The 54th clause of the University Act provides, and "any surplus of the said University Income Fund remaining at the end of any year after defraying the expenses payable out of the same, shall constitute a Fund to be, from time to time, appropriated by Parliament for academical education in Upper Canada."

No appropriation by Parliament has been made of this admitted surplus of $28,037.67, apart from the unlawful appropriation both of the Income and the Principal of the Endowment to the erection of new Buildings, and apart from the fact that the Income Fund, so greatly reduced as it has been, amounts still to about twice the sum estimated, as ample for the operations of University College by the Council of the College.

We respectfully submit, therefore, that the Government of the Dominion should exert its influence and employ all the means in its power to restore and secure to the Institutions of academic education in Upper Canada the advantages of the Parliamentary Grants made to them for so many years, assured to them by the University Act of 1853, and make good to them all benefits of which they have hitherto been deprived by the unadministration and abuses of that Act above referred to.

We need scarcely add that the Colleges we represent have more than fulfilled the understood conditions and largest expectations on which Parliamentary aid was granted them for more than twenty years, and have conferred immense benefits in the higher education of many hundreds of various classes of Canadian youth.

We have the honour to be, Sir, in behalf of the Boards of Queen's, Victoria and Regiopolis Colleges.* Yours Very Sincerely.

S. S. Nelles, President of Victoria College.
William Snodgrass, President of Queen's College.
E. J. Horan, Acting President of Regiopolis College.

Kingston, 15th April, 1868.

* In a note to the Reverend Doctor Ryerson by the Reverend Doctor Fuller of Trinity College, he says: "I am afraid that our people are not yet prepared to join you in this wise and necessary movement. The Provost has gone to England, and Mr. J. H. Cameron, our Chancellor, does not read sufficiently the 'signs of the times' to come out for it."

CHAPTER XXI.

APPEAL TO THE PROVINCIAL GOVERNMENT ON BEHALF OF THE DENOMINATIONAL COLLEGES BY THE REVEREND DOCTOR RYERSON, 1868.

I. Letter to the Honourable John Sandfield Macdonald, Premier, from the Reverend Doctor Ryerson.

I herewith enclose you a copy of the *Christian Guardian* in advance, the Editorials of which, on the Collegiate Education question, are written by myself. I have written them from the deepest conviction of the importance of the question itself, and at the solicitation of some of my valued Friends and fellow Labourers in the great work of Public Education.

In a Letter addressed by me to the Honourable Francis Hincks in 1852,* I explained at large my views of a true system of University and Collegiate Education for Upper Canada; I stated and sustained the same views before a Parliamentary Committee at Quebec in 1860.† I have suggested the same views in the editorials of the *Christian Guardian* herewith enclosed; and so deeply am I impressed of their importance to the best interests of Upper Canada, that I am prepared, after mature deliberation, to relinquish, if need be, my present position, to impress them upon the public mind from Sandwich to Ottawa. I feel that the Public School System is safe without my aid; and I know not that I can spend what of strength remains to me more usefully to my Country than, in connexion with Pulpit duties, to do what in me lies for the establishment of a comprehensive System of Collegiate and Seminary Education for both its Sons and Daughters. At all events, my dismissal from my present situation, if need be, and my becoming poor again, I should regard as not too large a price, even at my age, for what I believe, of all other things, is of the greatest importance to the future progress and best interests of Upper Canada.

I believe that in no way can you lay a stronger and broader foundation for your own reputation as a patriot Statesman and for the welfare and happiness of your, as well as my native, Country, than by having this whole question fully considered with a view to a just and comprehensive policy that will develop and combine all the voluntary and public resources of the Land in one harmonious system under the governmental protection and inspection. I pray you to think of it; and I trust you will see in it the proudest opportunity of your life for maturing and settling our whole Educational System, from the Primary School up to the University, and combining in it, upon common, just and beneficent, principles, for all Denominations and classes of the community.

Toronto, February 4th, 1868. Egerton Ryerson.

Enclosure: *Fallacies and Concessions on the College Question—The True System.*

A writer in a late number of *The Globe* of Monday, signing himself "Vigilans," (evidently from University College), has written about two columns in *The Globe* on what he terms "National Education"—clearly intended as a reply to articles in the *Christian Guardian*. His doctrine of denying to Religious Denominations any sphere of action in Collegiate Education, any more than in Common School Education, is among the relics of ultra Utopianism, is repudiated by all educating America, as well as by all enlightened Europe, and is, therefore, undeserving of further remark, as it is

* This Letter is printed on pages 146-154 of the Tenth Volume of this Documentary History.

† See pages 121-131 of the Fifteenth Volume of this History.

unworthy of any Christian man. But there are two points in "Vigilans'" lengthy article worthy of notice,—the one, the principle upon which he founds all his reasoning; the other, the concessions which he makes, really, in my opinion, conceding the whole case.

Setting out with the remark, that "It is of the utmost importance that our Parliament and our people should clearly understand and constantly remember that a National System of Education, worthy of the name, must be one throughout founded on a broad principle, and inflexibly carried out," "Vigilans" proceeds as follows:—"Now what is the fundamental principle of that system? It is that the law shall recognize the people in the matter of education, as it does in relation to Municipal Government and the Administration of Justice, in their common quality of citizens, and not as members of any Religious Body; that the inhabitants or Rate-payers of any locality shall have the power, and be assisted to establish Schools for the instruction of all children of that locality,—Schools that shall be equally open to all, and which shall be so conducted as to interfere with no rights of conscience."

Now, the doctrine laid down, as "of the utmost importance," is that a National System of Education worthy of the name, must be one throughout, founded on a broad principle, and inflexibly carried out," is just the doctrine of the Government of Rome and of every despotic government in Europe, and is the very doctrine by which the High Church party in England have opposed all attempts to establish a National System of Education. From the Pope downwards, they have maintained that the "National System of Education" must be one throughout, and that "the broad principle on which it has been founded must be inflexibly carried out, "that there must be allowed no dissent from it, and no variation in it; while the advocates of free government on both sides of the Atlantic, have advocated the utmost latitude of liberty in education, and the recognition and encouragement of all the diversified elements in society for the promotion of education. The characteristic of despotism, whether by one Church, or against all Churches, is uniformity and centralization; the characteristics of freedom are diversity and dispersion. Nor would there be any improvement, or progress, in society, if there be but one recognized method of doing anything. The vital element of all social progress in diversity, competition, emulation,— the very principle repudiated by the advocates of one endowed College system.

Even in our Common School System, this "broad," (although very narrow) "principle" of dead uniformity, is not recognized; for local funds may be provided as the people wish, either by voluntary individual subscription, or Rates on property; and the Board of School Trustees in the Cities, Towns and Villages, can establish "any kind, or description, of Schools" they please, whether Boys', or Girls', Schools, or whether Denominational, or Non-denominational, as has often been shown; and as each School, after having been established by local exertion, receives public aid for its support according to the average attendance of Pupils, the system of emulation pervades the entire system. But there is a complete absence of the essential element of diversity and emulation in the one College monopoly question system.

Now, if the first principle of our National System of Education is to be "inflexibly carried out," in respect to Colleges, as well as in respect to Common and Grammar Schools, then the College Buildings like those of the Common and Grammar Schools must be erected by local exertions, and independent of Legislative aid; and, therefore, according to "Vigilans'" own principles, every sixpence of public money expended in erecting the Buildings of the Upper Canada and University Colleges, should be restored to the public Treasury, for the support of Grammar School and Collegiate institutions, according to their works,—which is the principle of competition pervading the Grammar and Common School systems.

But "Vigilans" mistakes, and, therefore, misrepresents the "fundamental principle" of our School System. It is not, as he says, the power which the law gives to the people, as citizens, in any locality to tax themselves, to educate with public aid, all

their children, without interfering with the rights of conscience of any. That is but an instrument as the School Law itself is, to give effect to the fundamental principle of the School System, on which the provisions of the Law are based. The fundamental principle of the School System is local effort, as a condition of public aid in teaching the prescribed subjects of Common and Grammar School Education. The mode of putting forth that local effort, is an accident, or instrument, of the System, but not its fundamental principle, or its end. The principle is utterly wanting in the one College monopoly system; but is the fundamental principle on which the Denominational Colleges claim public aid, having made the local exertion to erect their Buildings, employ Instructors, and teach the recognized subjects of Collegiate Education, and opening the doors of their Institutions to all, without any religious test; for we advocate no public aid to Institutions which are not open to the public.

Thus, the principles which "Vigilans" lays down as fundamental are either those of ultra despotism, or such as are fatal to his own College monopoly system, in support of which, therefore, his two columns of augmentations fall to the ground.

But so indefensible is that system, that "Vigilans" himself is compelled to admit what follows:—

We have a University in Toronto granting Degrees to Members of all Provincial Colleges, and we have here also a University College, teaching subjects of examination for such Degrees. But there is nothing to forbid, there is everything to favour the plan of establishing other national Colleges at central points, east, west, and north, to which Students from the several parts of the Country might resort, all receiving Degrees at the University. Let these Colleges be established by public authority, and controlled by a public Body, representing, of course, the various Religious Denominations.

Thus the monopolists are driven to give up the position, long and resolutely maintained, that "one College is enough for Upper Canada." But, while the principle of establishing various Colleges is admitted, the principle of the one College monopoly is covertly maintained. There is nothing said about placing these Colleges on the same footing with the University College of Toronto, however they may "teach the subjects of examination for Degrees." Here the monopolist conceals himself, while the exclusive despotism ekes out in the proposition that "these Colleges established at central points," must be established by public authority, and controlled by a Public Body. Now any other than the doctrine of monopoly and tyranny would say, let these Colleges be established by anybody that is able and disposed to establish them, whether one, or more, Religious Bodies, or one or more Municipalities, by voluntary subscriptions, or local taxation, controlled by a Denomination, or by a Municipal Council; it is of no consequence so that local effort is developed, so that the Colleges are established and opened to the public, and teach the prescribed subjects of Collegiate Education, and submit to public inspection; let there be a "fair field, and no favour;" and let all be aided according to their works; and then let there be but one University to confer Degrees, as suggested in the Memorial of Victoria College, and as admitted by "Vigilans;" and then there will be no waste of public University Endowments; then there will be an immense economy in the public aid to Collegiate Education, and an immense expansion of it.

If the Country desires but one Non-denominational College, then that College can exist without public aid, as well as any Denominational College. Let public aid be withheld from all, or given to all upon equal terms. At all events, let the large and all-important question be thoroughly examined and be fully considered by the Government and Legislature before deciding to sustain a system of monopoly and prescription at variance with the progress and liberality of the age.

After much reading and thought, I am persuaded that the most minute and thorough investigation of the subject, assisted by the light of the best experience of Europe and America, will lead to the following conclusions:—

1. That the Non-denominational system is the true system for elementary Day Schools,—the true sphere of Municipal action,—where taxation is required,—where

Schools must be numerous, and where Pupils have the parental and pastoral care of home.

2. That the Denominational System is the true system for Collegiate Institutions, for whose establishment and support Municipal taxation is not allowed, in either England, or the United States, which require combinations of large portions of the community, and large voluntary contributions for their establishment and support, and in attending which Students are away from the parental and pastoral care of home.

3. That the combination of the Non-denominational and Denominational systems is, therefore, necessary to a complete educational system for the Country.

4. That public aid is essential to the efficiency of Collegiate Institutions, as of Elementary Schools; that the true method of giving public aid to the one, as well as to the other, is by making a Grant, or by Endowment in the aggregate, and in distributing it to each according to its work in publicly prescribed subjects of instruction under the eye of public inspection.

5. That, in adopting such a system, Upper Canada will have selected and adapted to its Institutions and wants the best parts of the Educational Systems of other Countries in regard to Colleges as well as Common Schools.

The subject, therefore, demands the most careful and through examination on the part of our public men and the Government.

(E. R.)

CHAPTER XXII.

THE TRUE PRINCIPLES, UPON WHICH A COMPREHENSIVE SYSTEM OF NATIONAL EDUCATION SHOULD BE FOUNDED.

By the Reverend Doctor Ryerson.

My present object is to review the great question of Universities and Colleges in Upper Canada; to correct misapprehensions which have been formed, and misstatements which have been made respecting it; to define its objects and nature; to state the grounds of it; and to answer objections which have been made to it.

This question is of the highest national and individual importance. The mind and the heart form the character of the individual, and chiefly determine his destinies; and all history shows that a Nation, as well as an individual, is what its mind and its heart is, irrespective of soil, or climate. Education is the chief element in forming the mind and heart of an individual, or a Nation, and especially that highest education, the pursuit of which occupies the greater part of preparatory life. And be it observed, that, in this education, it is not the exact amount of Classics, or Mathematics, of Physical, or Intellectual Science, which is required that forms the character, but the feelings, disposition, principles and habits with which they are pursued and applied. Every day's observation teaches us that a man may be a very good Classic, or a clever Mathematician, and yet be an unpractical and even a very worthless man; or, perhaps, a very unprincipled and dangerous man. The spring of noblest feeling and thought, the essential elements of highest character, are not created by the demonstrations of Euclid, or the Languages of Greece and Rome. Attainments and skill in these form but the secondary and subsidiary ingredients of character, which are worthless, and even pernicious, without the higher and primary elements of Christian principles and virtue. The heart of every Christian Father and Mother feels, without any elaborate teaching, that for their Boy to become a good and honourable, a successful, and a useful man, the principles of action are of vastly greater monent than familiarity with the propositions of Geometry, or the structure of Greek and Latin sentences. Skill in the latter, without the Divinity of the former, is like a Body without a Heart, or the

World without a Sun. If, therefore, the principles and character of all those who receive a Collegiate Education are of importance and deep interest to the Country at large, equally deep in the interest of all classes is the System of Collegiate Education that forms these principles and that character. If it is important to every County, Town and Neighbourhood that its Clergymen, Lawyers, Physicians, highest Teachers, as also the best educated Youth should, (as far as human agency, under the Divine blessing can secure it), be men of Christian principles and morals, as well as men of intellectual culture, it is equally important to such County, Town, or Neighbourhood that the Collegiate Education of the Country should combine all that is Divine and practical in Christianity with what is refined and solid in Scholarship.

The question before us is, therefore, not one of sectarianism, but of Christianity; not one of partizanship, but of nationality, involving most deeply the future character and destiny of our Country.

It is in this non-sectarian and patriotic spirit that I desire to approach the consideration of this question on the present occasion; the spirit in which I discussed it in my first Letter-essay on the subject in 1828; the spirit in which I obtained a Royal Charter and Grant to Victoria College, (then Upper Canada Academy,) in 1836; the spirit in which I presented the same question in my first Official Report on a System of Public Elementary Instruction for Upper Canada in 1846; the spirit in which I urged the same question on the consideration of the Government, in a Letter addressed to the Honourable Francis Hincks in 1852; the spirit in which I was compelled to defend certain Petitioners before the University Committee of the Legislative Assembly at Quebec in 1860. On all these occasions, I advocated the recognition, (not exclusive,) of all Religious Denominations on equal terms in a System of academical and Collegiate Education, as essential to the rights of all classes and the best interests of the Country. And the same Christian and patriotic views have been advocated and acted upon by the Religious Body whom I have represented on two, or three, of the occasions referred to, and with whom I have acted on this question during a period of more than thirty years. These are the views which were held and advocated by those who fought and won the battles in days gone by of equal civil and religious liberty for Upper Canada; and the opposition to them is of a later importation and growth,—as alien to the spirit to which Upper Canada owes its noblest achievements and progress,—as it is to the spirit of Christian Catholicity and patriotism.

In reviewing the question, I am to notice:—

I. The manner in which it has been misapprehended and misrepresented.

1. By one it has been represented as the Union of Church and State. The union of Church and State involves the support, as well as control, of a Clergy by the State; but the Authors of this very statement know, or ought to know, that when it was in the power of the Wesleyan Clergy to secure State appropriations towards their own Salaries, they declined such support. Such an imputation upon them is, therefore, a groundless calumny against positive fact. In the neighbouring States, as in the State of New York, Denominational Seminaries of learning receive annual appropriations from State Funds, as much as Common Schools. Yet who will say that there is "union of Church and State" in New York? In Connecticut, the Legislature granted at one time the amount of One hundred thousand dollars to the Wesleyan University at Middletown. But who will pretend that there is any union of the Methodist, more than any other Church with the State in Connecticut? The utterance of this objection, therefore, is the mere trick of party, in the absence of argument and in contradiction to fact.* In a true and scriptural sense, it must be the object of every Section of the

* I have before me a Return obtained from the "Comptrolfer of the State of New York of the sums granted to various Colleges and Universities of that State" during the last ten years. I will give a few examples in regard to those Institutions whose Denominational control is thus stated in the American National Almanac. Genesee College, (Methodist), $12,000; Geneva College, (Episcopal), $14,500; Hamilton College, (Baptist), $11,500; St. John's College, (Roman Catholic), $5,500; St. Lawrence University, (Universalist), $25,000; Troy University, (Roman Catholic), $5,000; Rochester University, (Baptist), $25,000; University of New York, (Protestant Reformed), $16,500; Martin Luther College, now called the University of Buffalo, (Lutheran). $8,000; Elmira Female College, (Presbyterian), $35,000; etcetera.

Christian Church that is faithful to its Divine Mission to accomplish this true and scriptural union of Church and State, by bringing (through its teachings of every description), all the Members, Institutions, Laws, Administrations of the State, and of the World, into harmony with and subjection to the authority of Christ. And the more facilities any Church has for this great end of its existence, and the more faithful it is in the use of them, the more perfectly will it fulfil its Mission.

2. Again, it has been represented that the object of the Advocates of University Reform is to destroy the Provincial University. This assertion has been made in every variety of form, and that not only without a shadow of proof, but against facts as clear as day. So, many years ago, the advocacy of the equal rights and privileges for all Denominations of Christians in Upper Canada, was represenetd as "destroying the Religion of the Country," and subsequently the advocacy of British "Responsible Government" was represented as destroying British Institutions and British connections. Both "Equal Rights and Privileges" among all Denominations and "Responsible Government" for the People have been established, and the result is that Religion has flourished more than ever, and the Country is more thoroughly British than ever. So likewise, the object of University Reform, so far from destroying a Provincial University is to make it truly a Provincial University, such as the University Act of 1853 avowedly contemplated,—a University of the whole People and not of a part only,—and a University embracing all Colleges upon equal terms, and not a monopoly of one only.

3. It has also been represented that the University Reform advocated involves the lowering of the standard of University Education; whereas the complaint on the part of the Advocates of University Reform, as proved at Quebec in 1860, has been that the present system of a one College monopoly, in order to strengthen itself, has actually lowered the standard of University Education instead of elevating it, as avowed by, and was the intention of, the University Act of 1853; that while the standard of admission has been confessedly lowered by one full year's work, a Degree can be obtained without attending College, and at far less labour now than it could ten years ago. This can be, as it has been, demonstrated at Quebec in 1860, by comparing the present Course of University Studies with that of 1851; and the inquirer may satisfy himself of it by asking, as I have done, any fair minded Graduate of the University, who has informed himself, whether he be a recent, or an old, University Student. In the Law Society, the standard of admission, the course of Studies and Lectures, and the final Examinations are all elevated, so that a Law Student has to do twice as much work in both Classical and Law Studies before he can attain the Degree of Barrister, as in former years. The reverse is the case, in regard to the admission and attainment of Degrees in the University in the educational, or Arts, Faculty of the University. So that, while in Law, our Law Society is nobly approaching the English standard, in Law studies, our miscalled Provincial University is backslidden down to the superficiality of Western American Colleges.

4. Again, the advocacy of University Reform has been represented as involving the spirit of sectarianism. The reverse is the case; for, in the first place, the advocates of University Reform maintain that all Colleges teaching the Provincially prescribed subjects of University Education shall be placed on an equal footing, whether they are Denominational, or not; whereas, their sectarian opponents advocate the exclusion of Colleges, if they be Denominational. The equal rights of Colleges are not advocated upon the ground of their being Denominational at all, or not, but upon the ground of their doing certain Provincially prescribed work. In the next place, that cannot be sectarian which excludes no Denomination, but advocates the equal rights of all on equal terms. The sectarian spirit in this question is manifest from the fact that the opposition is almost wholly confined to certain Members of Sects that do nothing themselves for the promotion of University education. It is a Dog-in-the-manger spirit of sectarianism that will not work itself, and which growls and barks and bites at the aiding of those who do the work in this great Public interest of Collegiate Education.

5. Furthermore, University Reform has been represented as involving the subversion of our Public School System. I shall hereafter show that it is based upon the very fundamental principles of our Public School System. I will only remark here, that no person can be more deeply concerned than myself in the integrity and extension of our School System; that, at the very time that I devised and submitted the principles and provisions of our School System in 1846, I, at the same time, and, in the same Report, suggested what I now advocate as essential to the completion of our Collegiate and University System; that the most earnest advocates of University Reform are and have always been, the most earnest supporters of our Public School System, even when some of their opponents were seeking its destruction.

Such are some of the misrepresentations which have been propagated, and some of the misapprehensions which have been entertained in regard to the question of University Reform. Let us now consider:—

II. Its objects and nature. These can be stated in a few words. The objects proposed are, to confer upon Upper Canada the means of the best possible Collegiate Education; to do this to the widest possible extent, and upon the Christian principles and equal rights of all classes of the Community. Does any one condemn these objects? If so, let him speak out. If none find fault with the objects defined, let us see if the means proposed to accomplish these objects are worthy of them, and merit the sanction of the Legislature.

1. One of the means proposed is, a Provincial University,—an University such as is specified in the University Act of 1853, after the model of the London University, which has no more connection with one College than with another, which embraced Denominational Colleges alike upon equal terms with Non-denominational ones, which has no more to do with teaching than has the Privy Council of Great Britain, or the Executive Council of Canada, but which fixes the standard and prescribes the Subjects of Study, directs the Examinations, awards the Degrees and Honours. Such an University possesses the attributes of nationality, in regard to both impartiality and comprehensiveness,—a very different thing from a sort of appanage of one College which has grown up in Upper Canada.

2. In such a truly national University it is proposed to include all the Colleges of the Country, whether Denominational, or Non-denominational,—leaving them independent in their management of Religious Instruction and discipline,—but bringing the results of their labours to a common literary and scientific test and standard, and rewarding each accordingly. Is not this feature of University reform also truly liberal and national? Very different indeed is it from that of a one College monopoly.

3. It is also, and chiefly, insisted, that all Colleges shall be planned on the footing of equal rights and advantages, in regard to public support, according to their works,—which is one fundamental principle of our Public School System,—the true principle of equal rights, without distinction of sect, or party,—the only principle of real nationality in a Christian and Public System of Collegiate Education.

Such is an epitome of the objects of University Reform, in regard to a National System of Collegiate Education, and such the nature of the means proposed for its accomplishment; the equality of the Colleges in respect to Public recognition and support according to their works, as a fundamental principle, and their affiliation to one University as most desirable and important. Let us now summarily consider:—

I. *The University Board, or Senate.*

1. This Board shall be composed of the Heads of Colleges and an equal number appointed by the Governor General in Council.

2. It shall be the duty of this Board to prescribe a Public Curriculum of Studies in all the Colleges aided by the Legislature, and in all the Faculties except that of Theology; to appoint Public Examiners in order to test the attainments of Students in the subject of such Curriculum, and to decide upon the reports of such Examiners; also to prescribe Honour subjects for the competition of Students of the several Colleges who

have been admitted to the Bachelor's Degree, and to prescribe awards to the succesful competitors, Honours and Prizes.

II. *Affiliation, and yet Independency, of the Colleges.*

1. Each College to maintain the absolute possession and control of its Lands, Buildings and Funds.

2. Each College to regulate its own internal discipline, and give such Religious Instruction to its Students, and observe such Religious Exercises as it shall think proper.

3. Each College shall matriculate its own Students, and control and distribute all Prizes and Scholarships in their behalf, until they become Graduates.

4. Each College shall teach the subjects embraced in the Curriculum of Studies which shall be prescribed by the Provincial University Board, or Senate; but each College may teach any additional subjects of Science, Literature, or Religion, which it shall think proper.

5. The Certificate of each College, as to character and pursuit of the Public Curriculum of Studies shall be requisite for any of its Students, in order to their being eligible for Examination for a Degree, except in Theology; and the Examination of Students, and the conferring of Degrees upon them shall take place in their own College.

6. The Students of each College, who, having completed the Public Curriculum of University Studies, and having, in addition to the approval of their own College, passed a final examination satisfactory to the Public Examiners and Provincial Board, or Senate, shall be entitled to, and shall receive, their Degree from the Head of their own College.

TORONTO, February, 1868. EGERTON RYERSON.

CHAPTER XXIII.

PROCEEDINGS OF THE COUNCIL OF PUBLIC INSTRUCTION FOR 1868.

January 4th, 1868. The Canada National Series of Reading Books having been submitted to the Council by the Chief Superintendent of Education, it was,—

Ordered, That the Council hereby record their final sanction of the Canadian National Series of Reading Books, published under their direction by Messieurs Campbell and Son, and authorize their issue, in their present form for use in the Public Schools. They request that the Chief Superintendent will communicate this Minute of the Council to the Publishers, and, at the same time, express their appreciation of the satisfactory manner in which the Books have been completed, especially within the short period to which their execution was necessarily limited.

February 10th, 1868. Several Communications were laid before the Council.

The following Report was received from the Text Book Committee:—

The Committee on Text Books beg leave to report, that they have considered the following Letters submitted to them by the Secretary of the Council:—1. From Mr. Bates, submitting a manuscript of English Grammar. 2. A Manuscript of English Grammar by Mr. Elliott. 3. From Mr. Lovell as to an Arithmetic.

They recommend that Mr. Bates and Mr. Elliott should be informed that the Council have already taken action on the subject of English Grammar for Schools.

With regard to Mr. Lovell's letter, they think that it is expedient that the Council should take the subject of an Arithmetic referred to in it under their consideration.

Ordered, That the salary of the Reverend H. W. Davies, B.D., Second Master of the Normal School, be at the rate of $1,500 per annum from 1st of January, 1868.

That a Letter from Doctor Sangster, and the accompanying Book be referred to the Text Book Committee.

The Accounts of the Normal and Model Schools for the year 1867 were laid before the Council and approved.

March 5th, 1868. Two Communications were laid before the Council.

The following Report from the Committee on Text Books was read and adopted.

The Committee on Text Books beg leave to report, that the preparation of the Companion to the Readers is so far advanced that a portion of it has been submitted by the Reverend Doctor Ormiston for their inspection.

They have looked over Doctor Sangster's Simple Exercises in Mensuration, and, for the present, understanding that a want of such a Book in felt in the Normal School, recommend that it should be placed in the list of Books to be used in it.

The Committee desire to bring specially under the notice of the Council the great want of an adequate Library of School Text Books. They are of the opinion that the result of a Circular on the subject, addressed by the Department to the British and American Publishers would be the formation of an ample collection, useful, not merely to the Council and to the Committee on Text Books, but also to the large body of Teachers through the Dominion.

April 20th, 1868. Several Communications were laid before the Council.

Ordered, That the Council accept with much regret the resignation of the Reverend G. P. Young, M.A., of the Inspectorship of the Grammar Schools of this Province, and desire to record their appreciation of the very great energy and thoroughness with which his duties have been descharged, and the marked success with which his labours have been attended.

Ordered, That the following appointments be made in the Girl's Model School, in consequence of the resignation of Miss Turnbull, and in accordance with the recommendation of the Head Master:—Miss Clara Clark to be Teacher of the Second Division, and Miss Caroline McClausland to be Teacher of the Third Division, as usual on a trial for six months. Both appointments to take effect from the 1st of March last.

Ordered, That, as an infringement of the copyright in the Reading Books, on the part of Messieurs McMullen and Company of Brockville, has been brought under the notice of the Council, the Chief Superintendent is desired to take the necessary steps for the protection of such copyright.

A Report from the Text Book Committee was received and adopted:—

The Committee would recommend that Mr. Sefton's Manuscript of the "Part Song Book" be approved, as suitable for introduction in Schools.

The Committee also present, herewith, a portion of the Manuscript for the Companion to the Readers, as prepared by the Reverend Doctor Ormiston.

Ordered, That the Part Song Book, be published in the form suggested by Mr. Sefton, so soon as it has been completed to the satisfaction of the Committee on Text Books, provided that the Publisher incurs the entire expense of its authorship and publication, and that the copyright be vested in the Chief Superintendent of Education.

Ordered, That the Manuscript of the Companion to the Readers be sent to Messieurs Campbell and Son for publication, upon condition that they incur the entire expense of authorship and publication, and that the copyright be vested in the Chief Superintendent of Education, as in the case of the Readers.

June 22nd, 1868. Several Communications were laid before the Council.

The Chief Superintendent was requested to communicate with Messieurs Campbell and Son on the subject of their Letter of the 1st June, in regard to the infringement of the copyright, and to take such action as may be necessary, to inform all parties concerned that the Copyright possessed by the Council must be respected.

The appointment of a Grammar School Inspector was taken into consideration and a decision thereon deferred to an adjourned Meeting.

June 30th, 1868. Several Communications were laid before the Council.

Ordered, That the Reverend J. G. D. Mackenzie, M.A., be appointed Inspector of Grammar Schools for the last half of the current year, with a Salary at the rate of $2,000 per annum.

July 7th, 1868. The following Report from the Committee on Text Books was read and adopted:—

The Text Book Committee beg leave to report that they have examined the new Edition of Miller's Analytical and Practical English Grammar, and recommend it to the Council for authorization for use in Public Schools, provided that the price at which it is to be sold is satisfactory.

The Chief Superintendent was requested to ascertain whether the price of the Book would be satisfactory, before completing the transfer of copyright.

August 31st, 1868. Several Communications were laid before the Council.

A number of applications from Teachers for Pensions from the Superannuation Fund were considered and approved.

The Deed from Mr. Adam Miller, transferring the copyright in the larger and smaller English Grammars to the Chief Superintendent of Education was laid before the Council and approved.

The following Report from the Committee on Text Books was received and adopted:—

The Text Book Committee beg leave to report that they have examined the portion of the Elementary English Grammar that was submitted to them, and recommended it for authorization by the Council, on condition that there shall be prefixed to it introductory Lessons of greater simplicity, and that the price shall be such as may be approved by the Council. They cannot recommend the larger Grammar without considerable reduction of its price, and without the use on the cover of the stamp adopted by the Council for the Canadian National Series. They are also of opinion that the paper is so inferior that the Council should withhold their approval of any future edition of the Book without material improvement in this respect.

September 21st, 1868. A Letter was laid before the Council from Mr. Adam Miller, making certain propositions with respect to their English Grammar.

The Letter of Mr. Miller having been under consideration, it was referred to the Text Book Committee to confer with Mr. Miller on the subject.

October 19th, 1868. Several Communications were laid before the Council.

The following Report from the Committee on Text Books was received:—

The Committee on Text Books beg leave to report that they have examined a series of Drawing Books, submitted by Messieurs Chewett and Company, and highly approve of their execution. They recommend them to the favourable consideration of the Council, and suggest that they will be improved by the addition of some more elementary steps in Drawing.

Conformably to the desire of the Council, they have had an interview with Mr. Miller, who adheres to the propositions made by him in his Letter, as the best with regard to reduction of price that the consideration of the expenses and probable profits will permit him to offer.

The Report of the Committee was taken into consideration and the decision thereon deferred to a subsequent Meeting.

October 26th, 1868. The following Report was received from the Committee on Text Books and adopted.

The Committee on Text Books recommend that the Editor of the Introductory English Grammar shall consult the Reverend Doctor Ormiston previously to completion of the work, and that, after its final revision, the work shall be published with the authorization of the Council. They recommend that the price of the Analytical and Practical English Grammar by Mr. Miller, shall be reduced after the 1st of January, 1869, to 35 cents. With reference to his Introductory Grammar, they are not prepared to offer any suggestion, until they have had the opportunity of seeing a complete copy of it.

November 4th, 1868. A complete and partially corrected proof of the Part Song Book was laid before the Council, and was ordered to be published, after a final revision by the Reverend Doctor McCaul.

The question of a revision of the Reading Books having been under discussion, it was agreed to defer for the present any alteration, or revision, of the Readers.

November 23rd, 1868. Two Communications were laid before the Council.

Ordered, That the above mentioned Communications be referred to the Text Book Committee.

The following Report was received from that Committee and adopted:—

The Text Book Committee beg leave to report that they have considered the Letter of Mr. Linton, and have examined the Book that accompanied the same. They recommend that the Secretary shall inform Mr. Linton that provision has already been made for the instruction of Pupils of the Normal School in Music, and that a Book in the same department for the use of Pupils in Public Schools has been prepared and is nearly completed. They have also considered the Letter from Messieurs Campbell and Son relative to a corrected Edition of the National Readers. With a view to perfecting the Series they purpose undertaking a close examination of the five Volumes.

The following Documents were read and approved:—

An Instrument, dated the 1st of September, 1868, executed by Mr. John Lovell of Montreal, and the Reverend Egerton Ryerson, D.D., transferring the proprietorship of "Lovell's General Geography," "Easy Lessons in General Geography," and "National Arithmetic" to the Reverend Doctor Egerton Ryerson, but reserving to Mr. Lovell the right of sale and the exclusive right to print, publish and sell the same until the 1st of January next, also his right to print, publish and sell the same forever.

An Agreement, or Declaration of Trust, dated the 21st of November, 1868, executed by the Reverend Egerton Ryerson, D.D., agreeing, on the part of himself, his Executors, Administrators and Assigns, to hold the said Copyrights, subject to the direction of the Council of Public Instruction, and to transfer the same, as the Council may hereafter direct.

The following Documents were laid before the Council, but their purport being the same, *mutatis mutandis*, as the Deed set out at length on pages 193, 194, 195 of this Minute Book, the reading of the same was dispensed with:—

An Instrument, dated the 11th of July, 1868, executed by Mr. Adam Miller and the Reverend Egerton Ryerson, D.D., vesting in the latter, subject to the directions of the Council, the proprietorship of "An Analytical and Practical Grammar of the English Language," and "An English Grammar, designed for the use of Junior Classes," reserving Mr. Miller's right also to publish the same.

Instruments, dated the 19th of October, 1868, executed by Messieurs James Campbell and Son, and the Reverend Egerton Ryerson, D.D., vesting in the latter, subject to the control of the Council,, the proprietorship of "The Spelling Book, and a Companion to the Canadian National Reading Books."

Three Part Songs for the use of the Pupils of the Public Schools of Canada, Selected and Arranged by Mr. Henry Francis Sefton, reserving Messieurs Campbell and Son's right also to publish the same.

December 28th, 1868. Three Communications were laid before the Council.

The following Report of the Text Book Committee was read and approved:—

The Committee on Text Books beg leave to report that a copy of the Introductory English Grammar has been submitted to them. They have also had under consideration a proposition from Mr. Adam Miller that the price per copy of the larger English Grammar shall be 37½ cents and of the Introductory Grammar 25 cents. The Committee having been informed that Mr. Miller's expenses in the production of the Books have been unusually heavy; recommend that this proposition should be accepted, but only for the year 1869.

The Committee have also examined complete copies of the Spelling Book, to be sold at 25 cents per copy, and recommend it for authorization by the Council.

Ordered, That the Reverend Doctor Ormiston be appointed as Representative of the Council at the Examination of Students of the Normal School, at the close of each Session, and that the same allowance be made for this service as he has hitherto received.

Ordered, That the Reverend J. D. G. Mackenzie be appointed Inspector of Grammar Schools for the year 1869, at $2,000 per annum.

CORRESPONDENCE AUTHORIZED BY THE COUNCIL OF PUBLIC INSTRUCTION, MARCH, 1868.

CIRCULAR TO TEXT BOOK PUBLISHERS IN GREAT BRITAIN AND THE UNITED STATES.

I have the honour to inform you that the Committee on Text Books, appointed by the Council of Public Instruction for the Province of Ontario, (Upper Canada,) in a Report to the Council, which was adopted, made the following recommendations:—

The Committee desire to bring specially under the notice of the Council, the great want of an adequate Library of School Text Books. They are of the opinion that the result of a Circular on the subject, addressed by the Department to the British and American Publishers, would be the formation of an ample collection of sample Text Books, useful not merely to the Council and to the Committee on Text Books, but also to the large body of Teachers throughout the Dominion.

I may here state that the Books for our Public School Libraries, as well as the Text Books used in the Schools, are to be recommended by a Council of Public Instruction, of which the Chief Superintendent of Education is a Member. Our Common School Law requires the Chief Superintendent of Education among other things:—

(4) To apportion the money provided by the Legislature for the establishment and support of School Libraries; but no aid shall be given towards the establishment, or support of any School Library, unless an equal amount be contributed and expended from local sources for the same object.

(10) To take the general superintendence of the Normal School; and use his best endeavours to provide for, and recommend, the use of uniform and approved Text Books in the Schools generally.

(11) To employ all lawful means in his power to procure and promote the establishment of School Libraries for general reading, in the several Counties, Townships, Cities, Towns and Villages.

(12)To provide and recommend the adoption of suitable plans of School Houses, with the proper furniture and Appendages; and to collect and diffuse, among the people of Upper Canada, useful information on the subject of Education generally.

(13) To submit to the Council of Public Instruction all Books, or Manuscripts, which may be placed in his hands, with the view of obtaining the recommendation, or sanction, of such Council of Public Instruction, and, for its consideration, such general Regulations for the Organization and Government of Common Schools, and the management of School Libraries, as he may deem necessary and porper.

And among the duties of the Council of Public Instruction are the following:—

(4) To make such Regulations from time to time as it shall deem expedient for the organization, government and discipline of Common Schools; the classification of Schools and Teachers, and for the School Libraries throughout Upper Canada.

(5) To examine, and, at its discretion, recommend, or disapprove of, Text Books for the use of Schools, or Books for School Libraries.

(128) No portion of the Legislative School Grant shall be applied in aid of any Common School in which any Book is used that has been disapproved of by the Council, and public notice given of such disapproval.

The Grammar School Law of the Province also declares that:—

(15) Such Council shall prepare and prescribe a list of Text Books, programme of Studies, and general rules and Regulations for the organization and government of the County Grammar Schools.

You will observe by these extracts from our School Law, that provision is made for the introduction and use of two classes of Books,—Text Books for the Elementary and the Classical Schools, and Books for the School Libraries. In order to give effect to these provisions of the Law, it has been enacted in the Grammar School Law, that:—

(12) In each County Grammar School provision shall be made for giving . . . instructions . . . according to a Programme of Studies and General Rules and Regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor-in-Council; and no Grammar School shall be entitled to receive any part of the Grammar School Fund, which is not conducted according to such Programme, Rules and Regulations.

In the Common School Law it is also declared that:—

(98) It shall be the duty of the County, or Circuit, Boards of Public Instruction, (3) To select, (if deemed expedient,) from a list of Text Books recommended, or authorized by the Council of Public Instruction, such Books as they may think best adapted for use in Common Schools of the County, or Circuit, and to ascertain and recommend the best facilities for procuring such Books.

(91) It shall be the duty of the Local Superintendent of Schools: (6) To see that all the Schools are managed and conducted according to Law,—to prevent the use of unauthorized, and to recommend the use of authorized, Text Books in each School,—and to acquire and give information as to the manner in which such authorized Books can be obtained, and the economy and advantage of using them.

(79) It shall be the duty of each Board of School Trustees: (15) To see that all the Pupils in the Schools are duly supplied with a uniform series of authorized Text Books.

(27) It shall be the duty of the Trustees of each School Corporation: (18) To see that no unauthorized Text Books, are used in the Schools, nor except any but those sanctioned and recommended by the Council of Public Instruction.

I therefore, transmit this Circular, to request you, (if you think proper,) to send to the address below, specimens of all Text Books, or Works on Education, published, or sold by you, so as to form a Reference Library of Text Books. The Department will be pleased if you can thus facilitate the work of the Council, and the cause of Education in the Province.

TORONTO, 16th April, 1868. EGERTON RYERSON.

CHAPTER XXIV.

APPORTIONMENT OF THE LEGISLATIVE GRANT TO THE COMMON AND SEPARATE SCHOOLS OF ONTARIO, 1868.

CIRCULAR TO THE CLERK OF EACH COUNTY, CITY, TOWN, AND VILLAGE MUNICIPALITY IN THE PROVINCE OF ONTARIO.

I have the honour to transmit herewith a certified copy of the Apportionment of the current year, of the Legislative School Grant to each City, Town, Village, and Township in Upper Canada.

The basis of Apportionment to the several Counties, Cities, Towns, Villages, and Townships for this year is the School population, as reported by the Local Superintendents for 1867, and I have no more generally accurate statistics of a late date. From 1862, to 1865, the Census of 1861 was the basis; but the large increase of population in some localities necessitated another standard for the last two years.

Where Roman Catholic Separate Schools exist, the sum apportioned to the Municipality has been divided between the Common and Separate Schools therein, according to the average attendance of Pupils at both classes of Schools during last year, as reported and certified by the Trustees.

The gross sum apportioned to all the Schools this year is the same as that of last year; and, as many Townships have rapidly increased in population, the Apportionment in such cases has been proportionably augmented, which, of course, necessitates a reduction where the population has not been increased.

I shall endeavour to have the Apportionment paid at this Office, to the Agent of the Treasurer of your Municipality, about the 2nd of July, provided that the School Accounts have been duly audited, and that they, together with the Auditors' and Local Superintendents' Reports, have been duly transmitted to this Department.

It is particularly desirable that the amounts should be applied for not later than the third week in July, as it is inconvenient to delay the payment. There are, however, some Municipalities which have not yet sent in their Accounts of School Moneys,

several months overdue, and in these cases the payment must necessarily be deferred until the Law has been complied with.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

TORONTO, 16th June, 1868. EGERTON RYERSON.

APPORTIONMENT TO CITIES, TOWNS, AND VILLAGES FOR 1868.

CITIES.	Common Schools.	Separate Schools.	Total.
Hamilton	$1,702 00	$298 00	$2,000 00
Kingston	1,072 00	328 00	1,400 00
London	1,405 00	195 00	1,000 00
Ottawa	752 00	818 00	1,500 00
Toronto	2,961 00	1,439 00	4,470 00
	$7,892 00	$3,078 00	$10,970 00
Towns.			
Amherstburgh	$147 00	$103 00	$250 00
Barrie	162 00	58 00	220 00
Belleville	500 00	170 00	670 00
Berlin	261 00	39 00	300 00
Bothwell	110 00	.....	110 00
Bowmanville	270 00	.....	270 00
Brantford	641 00	89 00	730 00
Brockville	316 00	124 00	440 00
Chatham	436 00	32 00	468 00
Clifton	84 00	54 00	138 00
Cobourg	372 00	102 00	474 00
Collingwood	160 00	.....	160 00
Cornwall	204 00	.....	204 00
Dundas	184 00	126 00	310 00
Galt	360 00	.....	360 00
Goderich	361 00	.....	361 00
Guelph	408 00	172 00	580 00
Ingersoll	244 00	86 00	330 00
Lindsay	135 00	115 00	250 00
Milton	100 00	.....	100 00
Napanee	187 00	33 00	220 00
Niagara	148 00	77 00	225 00
Oakville	103 00	57 00	160 00
Owen Sound	270 00	.....	270 00
Paris	222 00	48 00	270 00
Perth	211 00	69 00	280 00
Peterborough	294 00	140 00	434 00
Picton	163 00	77 00	240 00
Port Hope	440 00	.....	440 00
Prescott	143 00	107 00	250 00
Sandwich	150 00	.....	150 00
Sarnia	181 00	54 00	235 00
St. Catharines	462 00	238 00	700 00
St. Mary's	355 00	.....	355 00
St. Thomas	187 00	.....	187 00
Simcoe	151 00	23 00	174 00
Stratford	320 00	40 00	360 00
Whitby	244 00	56 00	300 00
Windsor	372 00	.....	372 00
Woodstock	367 00	.....	367 00
	$10,425 00	$2,289 00	$12,714 00

APPORTIONMENT TO CITIES, TOWNS, AND VILLAGES FOR 1868.—*Continued.*

	Common Schools.	Separate Schools.	Total.
Villages.			
Arnprior	$132 00		$132 00
Ashburnham	125 00		125 00
Aurora	126 00		126 00
Bath	66 00		66 00
Bradford	120 00		120 00
Brampton	185 00		185 00
Brighton	130 00		130 00
Caledonia	115 00		115 00
Cayuga	82 00		82 00
Chippewa	109 00	40 00	149 00
Clinton	145 00		145 00
Colborne	96 00		96 00
Dunnville	165 00		165 00
Elora	156 00	29 00	185 00
Embro	70 00		70 00
Fergus	141 00	19 00	160 00
Fort Erie	110 00		110 00
Gananoque	170 00		170 00
Garden Island	60 00		60 00
Georgetown	154 00		154 00
Hawkesbury	130 00		130 00
Hespeler	105 00		105 00
Holland Landing	76 00		76 00
Iroquois	80 00		80 00
Kemptville	114 00		114 00
Kincardine	150 00		150 00
Lanark	70 00		70 00
Listowell	100 00		100 00
Merrickville	105 00		105 00
Mitchell	196 00		196 00
Morrisburgh	118 00		118 00
Mount Forest	120 00	20 00	140 00
Newburgh	100 00		100 00
Newcastle	98 00		98 00
New Edinburgh	40 00		40 00
New Hamburg	121 00		121 00
Newmarket	119 00	46 00	165 00
Oil Springs	155 00		155 00
Orangeville	95 00		95 00
Orillia	130 00		130 00
Oshawa	221 00	54 00	275 00
Pembroke	72 00	21 00	93 00
Petrolia	100 00		100 00
Portsmouth	91 00	39 00	130 00
Port Dalhousie	135 00		135 00
Preston	136 00	18 00	154 00
Renfrew	67 00		67 00
Richmond	50 00		50 00
Seaforth	90 00		90 00
Smith's Falls	120 00		120 00
Southampton	90 00		90 00
Stirling	96 00		96 00
Strathroy	140 00		140 00
Streetsville	85 00		85 00
Thorold	130 00	85 00	215 00
Trenton	120 00	86 00	206 00
Vienna	97 00		97 00
Wardsville	98 00		98 00
Waterloo	160 00		160 00
Welland	108 00		108 00
Wellington	76 00		76 00
Yorkville	185 00		185 00
	$7,146 00	$457 00	$7,603 00

SUMMARY OF APPORTIONMENT TO COUNTIES FOR 1868.

	Common Schools.	Separate Schools.	Total.
1. Glengarry	$2,107 00	$233 00	$2,340 00
2. Stormont	1,920 00	.....	1,920 00
3. Dundas	2,112 00	.....	2,112 00
4. Prescott	1,501 00	164 00	1,665 00
5. Russell	854 00	.....	854 00
6. Carleton	3,250 00	119 00	3,369 00
7. Grenville	2,155 00	50 00	2,205 00
8. Leeds	3,565 00	25 00	3,590 00
9. Lanark	3,248 00	14 00	3,262 00
10. Renfrew	2,560 00	80 00	2,640 00
11. Frontenac	2,738 00	129 00	2,867 00
12. Addington	1,806 00	77 00	1,883 00
13. Lennox	861 00	.....	861 00
14. Prince Edward	1,992 00	.....	1,992 00
15. Hastings	4,155 00	19 00	4,174 00
16. Northumberland	4,007 00	70 00	4,077 00
17. Durham	3,560 00	.....	3,560 00
18. Peterborough	2,479 00	39 00	2,518 00
19. Victoria	2,879 00	.....	2,879 00
20. Ontario	4,421 00	36 00	4,457 00
21. York	5,934 00	163 00	6,097 00
22. Peel	2,756 00	24 00	2,780 00
23. Simcoe	5,575 00	45 00	5,620 00
24. Halton	2,080 00	.....	2,080 00
25. Wentworth	3,167 00	43 00	3,210 00
26. Brant	2,260 00	.....	2,260 00
27. Lincoln	2,036 00	.....	2,036 00
28. Welland	2,003 00	97 00	2,100 00
29. Haldimand	2,420 00	49 00	2,469 00
30. Norfolk	3,200 00	40 00	3,240 00
31. Oxford	4,719 00	.....	4,719 00
32. Waterloo	3,324 00	136 00	3,460 00
33. Wellington	5,237 00	348 00	5,585 00
34. Grey	5,431 00	228 00	5,659 00
35. Perth	4,063 00	104 00	4,167 00
36. Huron	6,169 00	82 00	6,251 00
37. Bruce	4,311 00	44 00	4,355 00
38. Middlesex	6,669 00	129 00	6,798 00
39. Elgin	3,351 00	.....	3,351 00
40. Kent	3,010 00	179 00	3,189 00
41. Lambton	3,084 00	56 00	3,110 00
42. Essex	2,346 00	28 00	2,374 00
District of Algoma	360 00	.....	360 00
	$135,675 00	$2,850 00	$138,525 00

GRAND TOTALS.

Counties and Districts	$135,675 00	$2,850 00	$138,525 00
Cities	7,892 00	3,078 00	10,970 00
Towns	10,425 00	2,289 00	12,714 00
Villages	7,146 00	457 00	7,603 00
Reserved for new Separate Schools	.....	188 00	188 00
	$161,138 00	$8,862 00	$170,000 00

CHAPTER XXV.

THE SUMS RAISED BY COUNTY MUNICIPAL ASSESSMENT COMPARED WITH THE APPORTIONMENT MADE TO EACH OF THE COUNTIES IN 1868.

With a view to ascertaining how far the County Municipal Councils had complied with the Law, requiring them to raise a sum by assessment at least equal to that apportioned to them, Mr. Alexander Marling, the Departmental Accountant, selected a County here and there, not consecutively, as tests, and compiled the following Financial Statement on the subject from them, for the year 1868. The test proved to be a satisfactory one. Mr. Marling also added two columns, to show the rate of taxation, and the amount raised in each of these Counties, by the Trustees of each School Section in the same year.

Counties.	Assessed Value in 1868.	Municipal School Assessment.		Trustees' School Assessment.	
		Amount.	Rate in the dollar.	Amount.	Rate in the dollar.
	$	$	$ c.	$	$ c.
Grenville	2,082,862	2,164	0.00104	6,237	0.00299
Leeds	2,999,498	3,565	0.00119	13,459	0.00455
Lanark	2,613,431	3,275	0.00124	17,142	0.00656
Frontenac	2,497,450	2,804	0.00112	13,468	0.00539
Addington and Lennox	2,875,281	2,969	0 00132	12,073	0.00411
Northumberland	5,341,478	4,013	0.00075	28,910	0.00541
Durham	5,003,341	3,560	0.00071	22,232	0.00444
Peterborough	3,177,945	2,883	0.00090	16,484	0.00518
Victoria	2,502,406	3,325	0.00133	16,709	0.00667
York	13,222,651	5,950	0.00045	39,411	0.00298
Peel	6,005,048	2,756	0.00045	16,710	0.00278
Halton	4,487,697	2,530	0.00056	11,629	0.00259
Wentworth	5,701,538	3,199	0.00056	19,556	0.00343
Brant	5,356,319	2,517	0.00049	14,612	0.00272
Lincoln	4,605,238	2,520	0.00054	11,430	0.00248
Welland	4,635,562	2,595	0.00056	13,706	0.00296
Oxford	9,644,565	4,719	0.00048	30,410	0.00315
Waterloo	6,772,596	3,900	0.00058	30,696	0.00453
Grey	5,511,000	6,582	0.00119	37,755	0.00684
Perth	7,663,600	3,901	0.00050	29,138	0.00380
Huron	7,309,837	6,179	0.00084	44,881	0.00614
Middlesex	10,981,840	6,727	0.00061	40,426	0.00368
Elgin	6,591,336	2,031	0.00030	23,362	0.00354
Kent	3,638,392	3,207	0.00088	23,019	0.00633
Lambton	4,450,066	4,124	0.00093	30,572	0.00687
Welllington	8,992,092	6,666	0.00074	34,340	0.00382
Essex—No report.					

TORONTO, 1868.

ALEXANDER MARLING, Accountant.

CHAPTER XXVI.

APPORTIONMENT OF THE GRAMMAR SCHOOL FUND AMONG THE GRAMMAR SCHOOLS, 1868.

NOTE. As the Apportionment of the Grammar School Fund had to be made according to the average attendance at each School, as compared with the aggregate attendance at the whole of the Schools, it was not made for some time after sending out the accompanying Circular, as the attendance had not then been certified by the Head Master, and verified by the Grammar School Inspector.

CIRCULAR TO THE CHAIRMAN OF EACH BOARD OF GRAMMAR SCHOOL TRUSTEES

The Sixth Section of the Grammar School Improvement Act of 1865, enacts that,—

6. No Grammar School shall be entitled to a share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of Fees, equal at least to one half the sum apportioned to such School, and expended for the same purpose as the said Fund.

In a Circular addressed by the Chief Superintendent of Education to the Boards of Grammar School Trustees, in December, 1865, the following paragraph occurs:—

Relying upon the liberal co-operation of the County, City, Town, and Village Municipalities, and to facilitate, as far as possible, the labours of the Trustees, I will make and pay the next year's Apportionment of the Grammar School Fund, in aid of the Grammar School which are conducted according to Law, without waiting for the proportionate sums required by Law to be provided from local sources; but, if these sums, in any instances, are not provided in the course of the year, it will then be my duty to withhold, in all such cases, the payment of any further sums from the School Fund, until the deficiency is made up.

The confident expectation thus expressed was fulfilled by the great majority of the Grammar School and Municipal Authorities during 1866 and 1867; the Apportionment for 1868 will, therefore, be paid to all the Schools duly conducted, that have raised the necessary local aid during 1867, in the hope that the same effort to meet the requirements of the Law will be made this year. In the few cases in which the local aid was not raised in 1867, the intimation conveyed in the latter part of the above quoted paragraph must be carried out.

It may be well here to repeat the following Regulation adopted by the Council of Public Instruction, and approved by His Excellency the Governor General:—

2 After the first day of January, 1866, no Grammar School shall be entitled to receive anything from the Grammar School Fund, unless suitable Accommodations shall be provided for it, and unless it shall have a daily average attendance, (times of epidemic excepted,) of at least ten Pupils learning Greek, or Latin; nor shall any other than Pupils who have passed the preliminary and final entrance Examinations, and are pursuing the yearly subjects of one of the two Courses of Studies prescribed in the Programme, be admitted or continued in any Grammar School.

In order that ample time may be afforded for a compliance with the Law, as above quoted and explained, and that the Trustees and Municipal Authorities should be informed, at the earliest possible period, of the minimum amount to be raised within the year for the purpose in question, it has again been determined to make the Apportionment for the current year on the basis of the work done by the Grammar Schools during the past year.

The following is the Section of the Grammar School Improvement Act, which regulates the Apportionment:—

7. The Apportionment payable half-yearly to the Grammar Schools, shall be made to each School conducted according to Law, upon the basis of the daily average attendance at such Grammar School of Pupils in the Programme of Studies prescribed accord-

ing to Law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

In the Circular addressed to the Trustees in April, 1867, informing them of the amount of the Grant for that year, one peculiarity disclosed by the Returns, and by the Inspector's Reports, was referred to in the following terms:—

But with respect to the attendance, it must be remarked, that in the Chief Superintendent's Report for 1865, a copy of which was sent to each Board of Grammar School Trustees, special attention was drawn to the statements and opinions expressed in the Report of the Inspector, on the subject of the attendance of Girls at the Grammar Schools. It seems but too plain that the spirit of the Law and Regulations has not been observed in some Schools on this point, and some check to the evil is imperatively required. In the meantime your attention is particularly called to the Chief Superintendent's observation on the subject .

I regret to observe that the evil of inducing Girls to enter the Grammar Schools, with the apparent object of unduly swelling the number of Pupils, has not diminished, but has increased, although there are still several Schools which are not open to this reproach. It, therefore, becomes the duty of the Department, in its administration of the Law, to take care that no encouragement is offered to a course of action which is contrary to the intention of the Grammar School Law and Regulations, and injurious to the best interests of the Schools and Pupils.

The Law invests School Trustees with ample powers for the establishment and maintenance of Schools, or departments of Schools in which Girls, who have passed through the elementary Common School Studies, may obtain that higher culture and instruction which they may require. But the Organization and Studies of the Grammar Schools are not adapted for mixed Classes of grown up Girls and Boys, nor is it desirable that such mixed Classes should exist.

The matter is of so serious an aspect, that I felt it my duty to consult the Principal Law Officer of the Crown in this Province, as to the proper interpretation of the Law, and the following is the opinion he has given:—

"My interpretation of the Grammar School Act, in relation to the question submitted by you is, that Boys alone should be admitted to those Schools, and that consequently, the Grammar School Fund was intended for the Classical, Mathematical, and higher English Education of Boys."

It, therefore, became my duty, as thus instructed, to apportion the Grant of 1868 on the basis of the Boys' attendance. From this cause, as well as from the usual fluctuations in the attendance, the Grants to some of the Schools are necessarily diminished, while, in other cases, they are increased this year. But where large reductions were thus required in certain apportionments as compared with those of the preceding year, the operation of the Law has been rendered as favourable as possible to the Schools and individuals concerned.

The Grant to your School, for 1868, will be at the rate of . . . per annum, for the period during which it is kept open, with the required average attendance, and conducted according to Law; and the smallest sum required to be raised under the Sixth Section above quoted, within the year is . . . .

In the course of the past two years, the system of local Municipal support, as was expected, has been very generally adopted, and it is to be hoped that it will henceforth be so far matured as to largely increase the means for the support of Grammar Schools and their Masters. It must be remembered that fully equipped and efficient Grammar Schools are as essential a part of a complete System of Public Education as are the Common Schools themselves.

Circulars explaining the provisions of the Law were sent to the Wardens of Counties, the Mayors of Cities and Towns, and the Reeves of Villages, in November and December, 1865, and a sufficient number of copies of the present Circular are sent to you to enable the Trustees, if necessary, to bring the matter again under the notice of the Municipal Bodies.

TORONTO, May, 1868. EGERTON RYERSON.

CHAPTER XXVII.

ADMISSION OF GIRLS TO THE GRAMMAR SCHOOLS OF ONTARIO, 1867, 1868.

I. Correspondence between the Board of Trustees of the Clinton County Grammar School and the Chief Superintendent of Education.

Note. A protracted discussion took place in 1867-68 on the question of Girls in the Grammar Schools. It took the popular form of the "Admission" of Girls to the Grammar Schools, which was not the question, but shall Girls be admitted to the Grammar School solely for the purpose of having them take "the Classics," with a view to swell the attendance in that subject, so as to increase the Parliamentary Grant to the School. That was the sole question in dispute in the Controversy, and it was to this practice that the Department objected. It was also thus noticed and referred to in the House of Assembly when discussing the question of Grants to the Schools:—

Prior to the year 1866, the Legislative Grant for Grammar Schools, commonly called the Grammar School Fund, was distributed among the Counties of Upper Canada in proportion to their population. In 1865, the Act for the Improvement of Grammar Schools was passed, which provides that the Grant shall be distributed upon the basis of the daily average attendance of Pupils in each School. In 1866, the Grant was so apportioned, being distributed according to the average attendance of Pupils, without distinction of sex. In 1867, the ratio of apportionment for Girls was reduced by the Department of Public Instruction, (with no authority from the Legislature,) to one-half of that for Boys; and in the present year the apportionment for Girls has been discontinued altogether.

In 1865, the Council of Public Instruction promulgated a revised "Programme of Studies" with a system of "Regulations for the Government of Grammar Schools." By these Regulations it was provided that, after the first day of January, 1866, no School should be entitled to receive any portion of the Grammar School Fund unless it had a daily average attendance of at least ten Pupils learning Greek, or Latin.

Proceedings of the House of Assembly on the Subject.

Mr. Blake said that, assuming that the whole question of these Educational Grants was under discussion, he wished to make a remark on the mode of apportioning the Grants to the Grammar Schools. This was based on the erroneous principle of attendance, so that the effect has been unduly to swell the attendance of classes of children not qualified for Grammar Schools,—Girls and others being got to attend, in order to obtain an increased Grant.

The Honourable J. S. McDonald thought there was a great deal of force in the observations of the Member for South Bruce. The Grammar Schools had been deteriorated by receiving children who were not qualified to enter them. He had hoped that some arrangement might be devised which would obviate this. The question had been brought under his attention by a Communication from the Chief Superintendent of Education, who desired his Opinion whether it had been intended that Girls should be admitted to Grammar Schools to study Latin and Greek, so as to increase the Grant. His, (Mr. McDonald's,) impression was that such had not been the intention. This practice of getting Girls into the Grammar Schools, with this object, had the effect of interfering

with, and injuring the usefulness of higher Seminaries for Girls. It was to be regretted that the standard of education for young ladies in Upper Canada was not so high as in Lower Canada. He promised that the attention of the Government would be given to the subject.

The admission of Girls to the Grammar Schools was again referred to in a debate in the House of Assembly.

Doctor McGill understood the Member for South Bruce, and the Attorney General, to say that latterly a great many Girls had been made to attend the Grammar Schools, to study Latin and Greek, in order to get larger Grants. He agreed that, to some extent, that was the fact. He did not agree, however, that Girls should be excluded from the Grammar Schools. If this were done, they would to a large extent, be practically excluded from the higher education which they could now get in Grammar Schools. With all due deference to Mr. Young, the Inspector of Grammar Schools, who had strongly urged the exclusion of Girls, he thought the learned Gentleman had pressed that matter too far. Many Girls were now getting a good education in Grammar Schools, which they could not possibly get otherwise. Separate High Schools for the education of Girls could not, in the circumstances of our Country, be at all generally established.

Mr. Fraser was glad to hear that the attention of the Government was to be given to this important subject. His own impression was that Grammar Schools were not the best places for the education of Girls. He hoped that the Government would consider the propriety of giving a grant for High Schools for Girls, in many localities through the Country.

Mr. Sinclair approved of the suggestion to establish Schools for the superior education of Girls. At the same time, he did not think they should be excluded from Grammar Schools which gave an education, some kinds of which were as useful to Girls as to Boys.

Mr. Ferrier, from the experience he had had, believed that the system of teaching Boys and Girls together in Grammar Schools, worked well. The Girls, in many instances, showed just as good an aptitude for learning Greek and Latin as Boys. He thought Mr. Young went too far. He thought, after hearing their opinion, and the remarks which the Chief Superintendent and Inspector of Grammar Schools might make upon it, the Government and Legislature would be in a better position for dealing with the subject next Session.—*Globe Report.*

I. Letter to the Reverend Doctor Ryerson, Chief Superintendent of Education.

I am instructed by the Board of Trustees of the Clinton County Grammar School to inquire whether the Regulation established during the present year, by which, in apportioning the Legislative Grant, fifty per cent. only of the average attendance of Girls has been reckoned, is to be rescinded; or whether this Regulation will be retained; or whether Girls will be altogether excluded from the computation, the possibility of which is hinted in the *Journal of Education* for May last. It will be at once apparent that some assurance on this head is necessary to enable the Trustees to make their Estimates and arrangements for the coming year.

We would respectfully suggest for your consideration that, if there are, as appears to be assumed, some evils arising from the attendance of Girls in Grammar Schools, these evils will not be in the slightest degree diminished by the new Regulation in question. These Girls are sent to the School solely for the purpose of giving them the benefit of the superior education which they receive in it; and they will continue to attend if no Apportionment whatever is made on their account. The only result, therefore, of this new Regulation will be to diminish the Salary of the Master. He now receives the whole income of the School, after payment of the necessary expenses for rent, fuel, etcetera. It was our hope that, as the School increased, the Salary of the Teacher would also increase, by the additional amount received from the Legislative Grant. The new Regulation deprives the School, in a large measure, of this advantage. The Girls con-

tinue to come to the School, and the Teacher has the labour of instructing them as before, while he is deprived of a portion of the Grant which would have been added to his Salary. This result is so contrary to the views which you have always urged in regard to the Salaries of Teachers, and is so injurious to the interests of the Schools, that we cannot believe that the Regulation which produces it will continue to receive your approval.

A careful examination of the Statutes relating to Grammar Schools fails to satisfy us that the new Regulation is legal. The directions of the Act are clear and precise,... that the Apportionment shall be made "upon the basis of the daily average attendance, at each Grammar School, of Pupils in the Programme of Studies prescribed according to Law for Grammar Schools." It is plain that Girls pursuing the prescribed Programme of Studies are, (in a legal sense,) either "Pupils" or not "Pupils." If they are Pupils, their attendance should be reckoned in full; if they are not Pupils, their attendance should not be reckoned at all. The new Regulation is evidently in direct conflict with the injunctions of the Legislature, which has nowhere given authority to any individual, or Board, to pronounce two Pupils of one class, or sex, to be equal to one Pupil of another class, or sex. We submit that no power less than the Legislature itself can do this. And we further submit that the Legislature has not authorized the exclusion of Girls either from the Grammar Schools, or from the benefit of the Apportionment. The phraseology of the Statutes relating to this Apportionment is precisely the same as that of the Ninety-first Section of the Common School Act, which prescribes that the Local Superintendent shall apportion the Common School Fund money among the School Sections "according to the ratio of the average attendance of Pupils at each Common School." We can see no reason why the word "Pupils" should in one Act be held to mean Boys and Girls, and in the other Act Boys only. There is no intimation whatever in any part of either of the Grammar Schools Acts that the benefits of those Schools are to be restricted to male Pupils. Our Grammar Schools are not, like those of Great Britain, founded by private munificence. They are originated and supported mainly from Municipal and Provincial Grants, derived from imposts, levied upon the whole community. To exclude from the benefits of these Schools those Tax payers who have only Daughters to be educated would seem to be a stretch of authority which nothing but the plain declaration of the legislative will can warrant.

It may be further observed that if any evils result, from allowing Boys and Girls of the age of those commonly attending Grammar Schools to be taught together, these evils will not be diminished; but rather increased, by excluding Girls from those Schools. Upon such exclusion, the Girls will, in general, be at once sent back to the Common School, where they will usually be placed in the first, or highest, class. The Boys in this class (Pupils in the Common School being received to the age of twenty-one) will ordinarily be of about the same age as the Boys in the Grammar School. The Teacher having many younger Pupils to attend to, cannot, however efficient and well disposed, exercise the same complete and careful superintendence over the Pupils in the higher class as the Grammar School Master would be able to exercise over his School. To send back the Girls from the Grammar to the Common School would, therefore, necessarily lead to the inference that the Department of Public Instruction is only anxious about the character and demeanour of the Pupils in Grammar Schools, and is indifferent about those important subjects in Common Schools.

We hasten to express our conviction that this inference would be entirely unjust. On the contrary, we feel assured that in all which has been done in this matter the Department of Public Instruction has acted with the sole view of promoting the educational interests of all classes. Especially we have, as a Board, to express our grateful sense of the attention and kindness with which our efforts on behalf of the School entrusted to our charge have been constantly aided and encouraged by yourself and the able and esteemed Deputy Superintendent. Being placed in a situation in which the injurious working of the new Regulation, and its utter inefficiency for any good pur-

pose, become evident, we have deemed it our duty to bring to your attention the conclusions which have been forced upon us.

We have not thought it necessary to enter into the general question whether Girls and Boys of the age of those who usually attend Grammar Schools should, or should not, be taught together, because, as has been before observed, if Girls are excluded from the Grammar Schools, they will, for the most part, be sent back to be taught with Boys of the same age in the Common Schools. It may, however, be observed, that, in most Grammar Schools, and in some Colleges in the United States, Pupils of both sexes are taught together, with no injurious results, so far as is known. And, as regards the present tendency of opinion in Great Britain, no better evidence can be cited than that of Earl Russell. At the recent distribution of Prizes in connection with the Birkbeck Literary and Scientific Institution, that eminent Statesman made some remarks on this subject which, (with their reception by the audience), are thus reported:—

"There is one element that has been constantly a part of the Birkbeck Institution which I should like to notice—videlicet: that Ladies, as well as Gentlemen, are admitted to share in the advantages offered. I cannot think that a knowledge of Arithmetic, or an acquaintance with the various branches of literature, will at all injure that domestic economy, of which Ladies are generally expected to be perfect mistresses, On the contrary, I should think that anything that sharpens the intelligence, imparts better information to the mind, and give greater scope to the mental faculties, is likely to improve the capacity of Ladies, as well as that of men, in any thing they undertake. The very interesting report, which give an account of Mr. Fraser's journey to the United States and Canada, tells us something on this point. It says that in the Schools and Colleges he visited, young Ladies are allowed to compete with young men for the highest prizes; and he mentions that the first on the list of one Institution, with regard to Greek Authors, were three young Ladies, with regard to Latin Authors were two young Ladies, and I think three young Ladies stood first for the mathematical prize. I am very glad that this Institution so long ago had that right appreciation of the talents of Ladies; and I trust that we shall find that whether our friend Mr. Mill succeeds in his scheme or not—the Ladies, at all events, will go on gaining these prizes for learning of various kinds. I am sure those prizes have been gained in English History, for instance, will be of great use in teaching the lovers and husbands, and hereafter sons of those Ladies, a knowledge of English History which may guide them in their political career.

In conclusion we beg to state that of the Girls, who are studying Latin in our School, some are preparing to be Teachers, and others are influenced by the desire of their Parents that they should derive every possible advantage from the instruction given in the School. It is the opinion of many that the learning and teaching of language are peculiarly appropriate to the capacity and province of the female sex. In the natural course of events, almost every Woman is destined to become a Teacher of language, at least within her own family. Those who have enjoyed the benefits of a superior education, such as is given in the Grammar Schools, will not only be the best instructors of their children, but will be the most anxious that these should enjoy the like benefits. And instead of the education of Girls in our Grammar Schools proving to be an injury to those Schools, it may be confidently anticipated that both the Grammar Schools and the Universities of the Dominion will at a future day be indebted for no small increase in the numbers of their Students to the anxiety of these Girls, then become intelligent and thoughtful matrons, to secure for their children the best education which the Country can afford them.

I submit, on behalf, and by instruction, of the Board of Trustees, this request for information, with the accompanying remarks, for your consideration.

Clinton, December 23rd, 1867. H, Hale, Chairman, Board of Clinton G. S. Trustees.

II. Reply to the foregoing Letter by the Chief Superintendent of Education.

I have the honour to state, in reply to your Letter of the 23rd instant, that the question which you so ably discuss is under the consideration of the Law Officers of the Crown in regard to the provisions and intentions of the Grammar School Law.

The Trustees and Masters of some Grammar Schools believe that the Grammar Schools as well as the University Colleges, were intended for Boys; and that no part of the Fund set apart for Grammar Schools, any more than the University Endowment, was intended for other than the education of Boys, or young men. They have, therefore, complained that while they educate only Boys, other Schools are paid for admitting Girls, the great majority of whom are pressed to learn Latin, merely to increase the Apportionment to the Schools, without any intention of studying Italian, French, Spanish or Portuguese, to which the study of Latin is an appropriate introduction, and most of whom do not go beyond the first, or second, declension. It is also urged that if the Grammar School Fund be apportioned according to the average attendance of Boys only, then all Grammar Schools will be treated alike; and if the Trustees and Masters of some Grammar Schools think proper to admit Girls, they can do so, and charge such Fees for their attendance as they please. It is also urged that the English branches of education are less efficiently taught in the Grammar Schools than in the Common Schools.

Whatever was done in regard to apportioning the Grammar School Fund for the current year was done during my absence in Europe; and under the circumstances, I have felt it my duty to get the Legal Opinion and advice of the Law Officers of the Crown before finally deciding on the question.

TORONTO, December 30th, 1867. EGERTON RYERSON.

III. LETTER TO THE REVEREND DOCTOR RYERSON, CHIEF SUPERINTENDENT OF EDUCATION.

The Board of Trustees of the Clinton Grammar School have the honour to acknowledge the receipt of your Circular of May last, announcing that the Apportionment of the Legislative Grant for Grammar Schools will be made for the current year on the basis of the Boys' attendance, excluding the Girls from any participation in the benefit of this Grant. And we have also to acknowledge the receipt of your Letter of the 30th of December last, (addressed to the Chairman of this Board,) giving the grounds on which you had been urged to make this decision, and in so doing to reverse the previous practice of your Department in this respect.

In that Letter you did us the honour to inform us that, under the circumstances, you had felt it your duty to get the legal Opinion of the Law Officers of the Crown, before finally deciding on this question of apportionment; and by your recent Circular we are apprized that the following Opinion had been given on that subject by the principal Law Officer of the Crown in this Province:—

"My interpretation of the Grammar School Act in relation to the question submitted by you is that Boys alone should be admitted to these Schools, and that consequently the Grammar School Fund was intended for the Classical, Mathematical, and Higher English education of Boys."

It is our duty, as guardians of the interests of the School committed to our charge by the Municipal Councils of this County and Village, to point out to you that this opinion is at variance not only with the former practice of your Department, but with the existing System and the Regulations prescribed by the Council of Public Instruction, and approved by the Governor-in-Council. We shall also proceed to give our reasons for believing that this opinion is contrary, not merely to the intention of the Legislature, but to the letter and spirit of the Statutes relating to Grammar Schools, and that a course of action in accordance with this opinion will be illegal, as well as disastrous to the best interests of Education in this Province. . . .

NOTE. The Letter then goes on to argue the question at great length, seeking to prove that the views and intentions of the Legislature, and those of the Council of Public Instruction, in regard to our Grammar School System, are entirely different. This difference was set forth by the Board as follows:—

1. The Legislature intended that the Schools should be principally devoted to "giving instruction in all the higher branches of a practical English and Commercial education;" while, as a secondary object, they should teach Latin, Greek, and Mathematics, so far as to prepare Students for entering the University. The Council make the Classical and Mathematical instruction the main object of the Schools, and the teaching of the English branches altogether subordinate.

2. The Legislature desired to extend the advantages of Grammar School instruction as widely as possible, and enacted that Schools of any number of Pupils, however small, might exist, so long as the local communities were willing to sustain them. The Council look with disfavour upon small Schools, and have adopted a Regulation which, if carried out, will close the greater number of them.

3. The Legislature, in 1865, when the Schools were known to have about two thousand female Pupils, enacted that the Legislative Grant should be apportioned to the Schools according to the average attendance of "Pupils." The Council direct that though Girls may continue to be Pupils in the Schools, they shall not be computed in apportioning the Grant; while the new legal Opinion, called forth under the same impression which operates in the Council, excludes them from the Schools altogether.

The System intended by the Legislature, if carried out, will ultimately furnish the means of obtaining a superior education, near their homes, and at a moderate expense, to all the children in the Province whose Parents, or Guardians, may wish it. The system favoured by the Council will restrict the Schools to large Towns, in each of which a number of Boys will be collected together, many of them from a distance from their families, exposed to all the evils and temptations inseparable from large Towns and deprived of the purifying influence which proceeds from the sisterly companionship of Girls in the School. . . .

In conclusion, we beg again to express the sincere respect and gratitude which we entertain for your constant and most useful exertions in the cause of Education, and our hope that your personal views will be in favour of an enlarged, liberal, and practical system of Grammar School instruction, such as we believe to have been designed by the Legislature, and such as the people of this Province, expressing their sentiments through the practice of so many local Boards, undoubtedly prefer.

H. Hale, B.A., Chairman. Robert Coats, Treasurer. Joseph Whitehead, M.P.
A. D. McDonald, Minister Can. Pres. Church. A. S. Fisher.
W. W. Farran, Reeve of Clinton, Secretary,
Clinton, 20th July, 1868. Trustees of the County Grammar School.

IV. Reply to this Communication by the Chief Superintendent of Education.

Herewith, I have the honour to transmit a Circular* addressed to Members of the Legislature, respecting a proposed improvement in our Educational System; and from which you will perceive that the matters referred to in your Communication of the 20th of July have been under the consideration of the Department. As soon as the first portion of my Annual Report for 1867 is issued, a copy of it will be sent to you, in which you will see that I deal with this question.

Toronto, 23rd November, 1868 Egerton Ryerson.

V. Grammar School Masters' Association on Girls in the Grammar Schools.

At the Meeting of the Grammar School Masters' Association in 1868 the following proceedings took place on this question:—

Mr. W. W. Tambly, of Newcastle, expressed himself in favour of admitting Girls into Grammar Schools. Mr. J. B. Dixon, Peterborough, was in favour of a continuance of Girls in the Grammar Schools, and he maintained that the Girls had the same right

* For this Circular see page 292 herewith.

to a Grant that the Boys had. Mr. R. W. Young, Strathroy, said that some of the most eminent Educationists in the Country were of opinion that no harm resulted from the co-education of the sexes. With regard to the suitability of the present Course of Education for Girls, he remarked that, in examining the Programme of Studies in the Female College in Hamilton, he found the Studies to be just the same as in the Grammar Schools. If they could effectively provide separate Schools for the education of Girls, let them do it; but they could not. He thought that Girls should be admitted to the Grammar Schools, and receive for them a proportion of money, and that an absolutely English Programme of Studies should be adopted. Mr. W. Tassie, M.A., Galt, thought that Girls had a clear right with Boys to the same education; but most of the Gentlemen seemed to overlook the fact that the after life of Girls and Boys was different. They would not hear the principle of the co-education of the sexes so fully advocated if it were not for the "money in the case." He knew of many men who were advocating the admission of Girls who would not send their own Daughters. Mr. John Seath, B.A., of Brampton, was not in favour of putting Boys and Girls together. That it was not considered a good plan to do so was evident from the fact that, where possible in large places, they were not educated together. Mr. J. H. Thom, B.A., of Norwood, thought it of great importance to educate Boys and Girls together. As regarded the Course of Studies, he did not go for exclusion of the Classics, as they were of great importance in leading Boys to reason, and he did not see that Girls were not benefited as well as Boys. He found his Girls take as much interest in Latin as Boys. Mr. D. Lennox, M.A., of Picton, also spoke in favour of admitting Girls. In his experience he found that Girls could excel Boys in minor subjects, but when it came to working for the University, Girls fell off, because there was nothing to lead them on. A Committee was appointed to draft a series of Resolutions on the question, which it did, as follows:—

"Whereas, in the opinion of this Association, the sound, substantial and liberal education of the females of this Province is essential to its future progress and welfare; and whereas there should be no material difference in such exclusively mental studies as are followed with objects purely educatory and preparatory; and whereas, in the experience of the Members of this Association, the similar mixed education of Boys and Girls in our Grammar Schools has proved mutually beneficial; and whereas several of the Grammar Schools have, in each and every year since their establishment, admitted Girls, and the majority of them did so last year; and whereas the present Course of Study is, in some respects not well adapted to meet the wants of those who attend the Grammar Schools, and complete their education in them; and whereas the Grammar Schools may be adapted to supply the higher education of both sexes. Therefore, resolved:—1. That the Course of Studies for Girls and Boys in our higher Schools should be substantially the same. 2. That, although the separate education of the sexes is believed to be inadvisable, yet the decision of the question of their co-education in the higher Schools ought to be left wholly to the several Boards of Trustees. 3. That the non-recognition of Girls as Pupils of our Grammar Schools is contrary to the wishes of the great majority of the people amongst whom these Schools are situated,—as is evidenced by the fact that 94 out of 104 such Schools admitted Girls last year. And that, in our opinion, the legal recognition of Girls as Grammar School Pupils is calculated to further the real educational interests of the Country. 4. That the Programme of Studies prescribed by the Council of Public Instruction, for Grammar Schools, ought to be so amended as to give more prominence to Natural and Experimental Science, and to add to it the study of English Literature, the elements of Logic and of Mental Science, and also to make the study of Greek optional, except in the case of Students preparing for College and for the Professions. 5. That the wiser policy would be, not to establish separate High Schools, or commercial Schools for either sex, but to increase the efficiency of the Grammar Schools by affording greater facilities for instruction in the additional studies indicated above, or any that may be necessary, and by devoting to them such further aid as they may need."

VI. Ontario Teachers' Association on Girls in the Grammar Schools.

At a Meeting of this Association in 1868 a discussion took place on the co-education of the sexes and the advisability of the School Law being so amended that Girls be recognized as Pupils in the Grammar Schools.

Mr. Hodgson stated that he had the best authority for stating that it was the clear intention of the Act to open Grammar Schools to Girls as well as Boys. Mr. Maclennan stated that he would hazard the assertion that in many of our Schools, Girls had competed successfully in all their studies with Boys; nay, in even the ancient Classics, some of the most accurate and satisfactory Pupils he had met were Girls. He had deemed it his duty in his position, as a Trustee of a Public School, to urge the Daughters of our more influential citizens to take advantage of the entire Course of Studies in the Public Schools, as the means of securing a solid and thorough training, and, thereafter, if so disposed, to "finish" their studies in one of the larger Cities. In many cases, he was aware, this had been done with very satisfactory results. Within a year or two, however, the presence of Girls in the higher departments of our Public Schools has become a very marked and prominent feature. He had witnessed this tendency and regarded it with alarm. He had deemed it his duty to utter a word of caution, lest this feature of our higher School work might lead to the withdrawal of elder Boys from such mixed Schools. The result, he feared, had, in many cases, taken place. Boys had missed that tone and training in their School work, in the Class Room and Play Ground alike, so much prized in Europe, and especially in Britain, which was designed to foster in them a manly spirit and bearing; and, as might have been expected, they found their way in considerable numbers to Public Schools, which had gained a reputation for thorough instruction and careful training—a pecuniary consideration induced local School Authorities to do what their judgment rejected, on educational grounds alone. Was it educationally wise, or morally honest, to organize and conduct Public Schools mainly on financial considerations? The real question for Teachers to consider,—for this Convention to consider,—is the educational one, leaving the financial aspect of the matter to be dealt with by others. Much of the difficulty which seems to exist on this subject would be overcome, if we endeavour to do honest, thorough work in all the branches of public study, without any process of forcing, or any warping influence from our self-interest. Were this done, a practical solution would be found for this vexed question. By fairly working out the Common School Programme of Studies, by providing a separate course of higher education for Girls, or by admitting them to the Course of Grammar School Study, the framework of our School System could be adapted to this fundamental policy. While attaching a high value to the proper education of Girls, and aware how important their influence would be on the future of our Country, he was not prepared to see the elder Boys jostled out of the higher Schools. They were designed especially for them. They, in any case, ought to claim the chief attention of the Teachers in the higher departments of our Public Schools. The Grammar Schools are not in the ordinary sense elementary Schools. They should supply a course of higher education for our Merchants, Farmers, Physicians, Lawyers, and even the Clergy of some of the Religious Denominations of the Country. This position was no less important than that which they performed as feeders to our Universities. In fact, for a large and influential class in the community they are themselves, in a sense, "Universities." They are the last Schools of Training to which they can repair. At this moment he was more concerned for the intellectual character and Public School training of the Boys than of the Girls,—justice would be done, and is now being done, to the latter, but in our chivalrous devotion to what we conceive their interests, we are in danger of committing an error that may be difficult of correction,—that of destroying the interest of our School work for Boys. As to the relative value of Classical Studies, and the Natural Sciences, he thought no practical difficulty need be felt. To one who would acquire the niceities of our own language, and of its literature, a good knowledge of the Latin is indis-

pensable; nay, he would go further, and regard the assertion that the careful study of Greek would be of high value as well, inasmuch as that language is the most perfect of the ancient languages, and the most exact as a vehicle of thought. But the main matter is to be morally honest in the School Work, and pursue a policy dictated by educational, not financial, considerations. Reference has been made in this discussion to the practice of American Instructors on this point. His observation recently in the City of Portland satisfied him that in what is called their "High" Schools, or as we would designate them, "Grammar" Schools, an honest and efficient training is furnished to the Daughters of the principal citizens, and to all who desired such studies and showed themselves qualified for entering upon them,—propriety of deportment, accuracy of recitation, careful supervision, and an organization dictated by a purely educational consideration. This is precisely what we require, to supply to all the youth of the land, of both sexes, the education which they are disposed and qualified to receive. If, in securing this end Common School work were raised in character, or made more thorough, and even Grammar Schools reduced in number, in order to be rendered more efficient in their conduct, he for one would consider that we were moving in the right direction. In dealing with this matter it would be well for the Convention not to commit itself to the expression of confident opinions of too broad and general a character, but to aim at disposing practically of any difficulties that have arisen, in the way that the experience already gained indicates as desirable. He would urge caution in the expression of principles, together with a faithful and honest administration of School affairs, in accordance with the intention of existing School Laws.

VIII. CIRCULAR TO THE NEWSPAPERS ON THE ADMISSION OF GIRLS TO THE GRAMMAR SCHOOLS.

As considerable discussion having arisen on the subject of the alleged non-admission of Girls to the Grammar Schools of Ontario, the Chief Superintendent of Education addressed the following Letter on the subject to the Newspapers:—

The whole of the Income of the Grammar School Fund is annually apportioned and distributed among the Grammar Schools of this Province. It can, of course, be of no personal interest to myself, or to any other Member of the Council of Public Instruction, whether any one Grammar School gets more, or less, of the Fund. The simple question is whether the distribution of the Fund is equitable.

The principle of distribution which has been adopted is the average attendance of Boys in the prescribed Course of Studies; and this is done according to the Opinion of the First Law Officer of the Crown respecting the provisions of the Grammar School Law.

The parties complaining wish to have the average attendance of Girls also included as the basis of distribution, and denounce me, and also the Council of Public Instruction, for excluding Girls from the Grammar Schools.

No Regulation has been adopted, or decision given, against admitting Girls to pursue the whole course of Grammar School Studies if the Trustees and Master of any Grammar School wish thus to admit Girls. There is no more Regulation against the admission of Girls than of Boys to the Grammar Schools. There is even an express Regulation to admit Girls to learn French, without studying Greek, or Latin. But the real object of the complaining parties would seem to be, not the admission of Girls to the Grammar Schools, but paying the Masters out of the Grammar School Fund for the admission of Girls and relieving the Parents of such Girls from the payment of Fees on account of the admission of their Daughters. But there are many Grammar Schools, where Girls are admitted, that would be losers if the Grant were distributed

on the basis of the Girls' and Boys' attendance combined. If such a mode of computation were adopted, the rate per Pupil would, of course, be smaller than when the Boys alone are reckoned.

According to the Returns of 1867, if a School had an average attendance of ten Boys and Four Girls, and the Girls were reckoned in the distribution of the Grant, such a School would receive precisely the same Grant as it would if the Boys only were reckoned, the higher rate per Pupil in the latter case, making up the amount.

There were upwards of 30 Schools which admitted Girls in 1867, and yet, if the Girls had been reckoned their Grants would have been less than they are the current year. Of course, where the average of Girls' attendance is in a greater proportion to that of Boys than 4 to 10 the Grants would have been larger, while those with a smaller proportion of Girls would have had smaller Grants.

On the other hand, there are Trustees and Masters of Grammar Schools who have never admitted the propriety of educating large Girls and Boys together; who confine the whole work and strength of the teaching staff to teaching Boys the prescribed Course of Grammar School subjects, and complain, as unjust to them, that a part of the Grammar School Fund should be diverted from them to other Grammar Schools for persuading numbers of Girls to learn Latin,—a waste of time in nineteen cases out of twenty—and a preventive to such Girls getting a solid and useful English Education. For myself, I have never had a Daughter learn Latin but I am, of course, no rule for others.

Where a Girl happens to possess great talents for learning Languages, and her Parents wish her to master the whole family of the most popular modern Languages, the preliminary study of Latin would, in my opinion, greatly facilitate the accomplishment of that object. But I cannot suppose that there are from 20 to 40 such feminine prodigies in each of a half dozen country Towns and Villages in this Province in a single year; nor do I think the Grammar School Fund was intended to provide for such cases.

I am equally as concerned with others for the superior education of Girls; but I am not disposed to advocate a course which I believe will impede, rather than promote the proper education of Girls, I think many Boys would do better to get a solid English education than to neglect it for a smattering of Latin.

The following extract from an Official Letter, which I addressed last December to a Chairman of a Grammar School Board of Trustees, will show that I have not acted hastily, or arbitrarily, in the matter, but deliberately and according to law.

I have the honour to state, in reply to your Letter of the 23rd instant, that the question which you so ably discuss is under the consideration of the Law Officers of the Crown in regard to the provisions and intentions of the Grammar School Law.

The Trustees and Masters of some Grammar Schools believe that Grammar Schools, as well as University Colleges, were intended for Boys; and that no part of the Fund set apart for Grammar Schools, any more than the University Endowment, was intended for other than the education of Boys, or young men. They have, therefore, complained that, while they educate only Boys, other Schools are paid for admitting Girls, the great majority of whom are pressed to learn Latin merely to increase the apportionment of the School, without any intention of studying Italian, French, Spanish and Portuguese, to which the study of Latin is an appropriate introduction, and most do not go beyond the first, or second, declension. It is also urged, that if the Grammar School Fund is apportioned according to the average attendance of Boys only, then all the Grammar Schools will be treated alike; and if the Trustees and Masters of some Grammar Schools think proper to admit Girls, they can do so, and charge such Fees for their attendance as they please. It is also urged that the English branches of education are less efficiently taught in the Grammar than in the Common Schools.

I may remark that I administer the Grammar School Law not only, as above stated, according to the legal opinion of the First Law Officer of the Crown, but also upon a

principle which I believe to be just to the Masters and Teachers of the Grammar Schools, and to the best interests of Grammar School education. I think, however, that since our separation from Lower Canada, it is a question for consideration whether French should be made imperative in any case, any more than German,—thus leaving simply two Courses of Instruction in the Grammar Schools,—an elementary Classical and a Higher English Course.

As to the question of the higher education of Girls, this is not the place, or the occasion to discuss it. I have not omitted this important subject in my Special Report, (on Education in Europe and the United States), in my twelve suggestions for the further improvement of Public Instruction in Ontario. I will merely quote here the first three sentences of my tenth suggestion, under the head of "High School for Girls."*

I would suggest that a more specific and effectual provision be made than has yet been made for the better education of Girls. It is the Mother more than the Father that decides the intellectual and moral character, if not material interests of the Household. A well educated Woman seldom fails to leave upon her Offspring the impress of her own intelligence and energy, while on the other hand, an uneducated or badly educated Mother often paralyses, by her example and spirit, all the efforts and influences exerted from all other sources for the proper training and culture of her Children.

TORONTO, 1868. EGERTON RYERSON.

CHAPTER XXVIII.

PROPOSED SCHOOL LEGISLATION, AS SUGGESTED IN DOCTOR RYERSON'S SPECIAL REPORT ON THE STATE OF EDUCATION IN EUROPE AND THE UNITED STATES, 1868.

NOTE. At the close of his elaborate Report on the State of Education in Europe and the United States, the Chief Superintendent of Education made a number of suggestions as to the improvement of our Canadian System of Education. This gave rise to the inquiry in the House of Assembly and in the Newspapers as to the intentions of the Government on the subject, and as to whether Doctor Ryerson had submitted any Draft of School Bill to it, with a view to having the Bill laid before the Legislature. The Chief Superintendent, therefore, addressed the following Letter on the subject to the Editors of the Toronto daily Newspapers:—

I observe in the Report in your Paper of the parliamentary proceedings of yesterday, that, in reply to a question of Mr. McLeod, as to whether the Government intended to introduce any Measure this Session respecting Grammar, or Common, Schools, the Premier remarked, "that legislation on matters of this description generally proceeded from Reports of the Chief Superintendent of Education, and, as no Report had been submitted on the subject by him, Ministers were not prepared to take action in the matter."

I hope it may be satisfactory to all inquiring parties for me to say, that, having been permitted by the Government to make an Educational Tour during the last year in some of the neighbouring States and several Countries of Europe, and having been directed by it to enquire into the establishment and working of Institutions for the Deaf, Dumb and Blind, I trust to be able, in the course of two or three weeks, to lay before the Government and the Legislature a Special Report, containing the results of my observations and inquiries. Besides, what I may say in regard to Institutions for the Deaf, Dumb and Blind, my Report will contain short accounts of the Systems of

* The whole of these "Suggestions" will be found on pages 248-255 herewith.

Public Instruction in France, Prussia, Holland and Switzerland, and the Elementary School System of Great Britain and Ireland, with reference to other States both of Europe and America, and including an argumentative review of the question of Compulsory Education, with the actual working of the Law on the subject in several European Countries, (Monarchical and Democratic,) translated from the last Report of the French Minister of Public Instruction.

I trust that my Report on these subjects will be sufficiently brief to be readable, and sufficiently minute to be practical and suggestive. In the conclusion of my Report I have presented such Suggestions as I have to offer to the Government, to the Legislature and to the Public, for the improvement of our own Public School System.

To prevent any needless apprehension, I may say at once, that I have no theoretical changes to propose in our School Law; that, as the result of my observations and references, I believe, that, in our Common School Law, we have the advantage of any Country, or State, I have yet visited. But I believe that in some of the practical details of the workings of our Law, important improvements can be made, especially in the more efficient Inspection of Schools, and in means to prevent the best Teachers from early leaving their profession. The examples of Holland and Switzerland on these, and several other subjects, will be very suggestive to us. The system of elementary instruction in the former was established when Holland was the Batavian Republic; that System of Schools has survived their revolutions,—exists, with slight modifications, is yet still Non-denominational, after half a century's trial, in its entire integrity,—receives small appropriations from the State, (which yet oversees everything,) and places Holland at the head of popularly educating Countries. In some of the largest Cities, there is reported not to be a Child, ten years of age of sound mind, that cannot read and write. In Switzerland,—a Country hardly one-twelfth the size of Upper Canada, although with twice the number of our population,—there are no less than twenty-five Republics, each with its own Educational System,—presenting, in many instances, very remarkable results,—the whole affording an interesting and suggestive study for the Educationist, and even Statesman, in a Country like ours.

I do not see any pressing necessity for immediate School Legislation. But, if it be thought otherwise, I am prepared to offer to the Government, or submit to any Committee of the Legislative Assembly, all the Suggestions which I have to make to improve some of the details of our School System, and which require the aid of legislative enactment. However, my own impression is, that the more satisfactory and efficient mode of proceeding will be for the Press to discuss, (as far as it may think proper,) and then that the Country consider the facts and suggestions of my special Report, until the next Session of the Legislature, when all parties will be prepared for (what to me will be), a final revision and consolidation of our whole School System.

TORONTO, January 16th, 1868.

EGERTON RYERSON.

SUGGESTIONS FOR THE FURTHER IMPROVEMENT OF PUBLIC INSTRUCTION IN ONTARIO.

(From Doctor Ryerson's Special Report on the State of Popular Education in Europe and the United States).

Many suggestions which I might here offer have been anticipated by the general remarks which I have made on European and American Systems of Popular Education. I will, therefore, limit myself, under this head to as few and brief remarks as possible, relating the improvement of our own School Law.

I do not suggest at present any material amendment of our Grammar School Law; or any amendment of the general provisions of our Consolidated Common School Act; or any change in the mode of appointing any Officers authorized to administer it. But

I do submit to the calm and favourable consideration of the friends of universal education, both in and out of the Legislature, certain modifications in some of the details and practical applications of our School System.

1. *County Superintendents.*—Whether the Local Superintendent of Schools should not invariably be a County Superintendent, except where a County is so large as to require a second, or Assistant, Superintendent, and whether the practice of having Township Superintendents should not cease. I know that each County Council now has the option, to a certain extent, of appointing a County Superintendent of Schools, or Township Superintendents; but, by local influences, many County Councillors are prevented from exercising their own best judgment in the matter, and are morally forced to make Township appointments, even when they do not approve of them. Our American neighbours have thoroughly tried both Systems; and New York and Pennsylvania have entirely renounced the Township Superintendent System and adopted the System of County Superintendency; and the State Commissioner of Ohio, (where a Township inspection system has been attempted,) devotes upwards of fourteen pages of his last Annual Report to urging the adoption of the County Superintendent System. He says:—

> Our system of Township supervision by means of acting Managers of Schools has proved a lamentable failure. Similar systems in other States have also uniformly failed. Any system of supervision for the country Schools must necessarily fail that does not make provision for the employment of competent Superintendents, whose entire energies are given to the work.
>
> The value of local supervision through the agency of County Superintendents, has been tested in other States. Pennsylvania adopted the system in 1854, New York in 1856, Wisconsin, Illinois, Kansas, Maryland, California, West Virginia, and perhaps other States subsequently; and from each of these States the gratifying intelligence comes that it has proved the most valuable feature of their School System. The Honourable J. P. Wickersham, the present Superintendent of Public Instruction in Pennsylvania, says:—
>
> County Superintendents were first elected in this State in 1854, and it is not claiming too much for the office to say that it has vitalized the whole System. To it more than to any other agency, or to all other agencies combined, we owe our educational progress during the last twelve years.

I need not multiply numerous similar testimonies on this point.

2. *Qualifications of County Superintendents.*—In immediate connection with, and as a second part of the foregoing suggestion, I would submit that the appointment of Local Superintendents ought to be restricted to a Person who has, at least the qualifications of a First-class Teacher, and who has had experience in teaching, and who will, therefore, be able to manipulate a School himself, and aid the less experienced Teacher by example, as well as counsel, to manage and teach his, or her, School. It will have been seen, that in the State of Pennsylvania, the selection of the County Superintendent is not only vested in the "School Directors of the several Counties," but is restricted to "a Person of literary and scientific acquirements and of skill and experience in teaching." In England so much importance is attached to the qualifications of Inspectors, that only men of a University Standing are appointed; and it will have been seen, in the former part of the Report on European Systems of Education, that the chief instrument of the marvellous success and efficiency of the System of Popular Instruction in Holland and other Continental Countries, is the selection of able and practical men as School Inspectors, whom, the venerated founder of the Holland School System told the French School Commissioner, "should be sought as with a lighted candle." I have been assured by many County Councillors, that they would consider the authoritative defining of a Local Superintendent's qualifications for office, as a great help in enabling them to resist improper electioneering pressure, and in the selection of the best qualified

men for that important work. The appointment should, of course, be during pleasure,—virtually during good behaviour and efficiency.*

3. *Constitution of County Boards of Examiners.*—I think a great improvement may also be made in the constitution of County Boards of Examiners, or of Public Instruction, as they are called. In England the Examiners to award Scholarships in Colleges, or Offices in the Indian Service, founded on competitive examination, or any scholastic honour, or Bursaries, are never more than three, often not more than two, sometimes only one. In the State of Ohio, under the new law, the County Board of Examiners of Teachers consists of only three, appointed, not by popular election, but by the Judge of Probate; and the State Board of Examiners for giving the State and Life Certificates to Teachers, consists of but three, appointed by the State Commissioner. I think, therefore, that if each County Board of Public Instruction, which is simply a Board of Examiners, and which now consists of Local Superintendents and all Trustees of Grammar Schools, were reduced to three competent Persons in each County, it would be a great saving of time and expense, and contribute much to the efficiency of such Boards. Perhaps the County Judge, the County Superintendent, and a practical first-class Teacher, appointed by the County Council, or by a County Teachers' Association, would be as economical and efficient a County Board of Examiners as could be devised.

4. *Permanent First-Class Certificates.*—It appears to me also worthy of consideration, whether the First-class Teachers' Certificates ought not to be more permanent than they are; that while a First-class Certificate ought not to be given except upon the ground of efficiency of teaching, as well as of attainments; yet when once given, whether it ought not to be during life, unless revoked, as in the case of the admission of a Candidate to be a Barrister-at-Law, or a Practitioner of Medicine. This assumes, of course, that the standard of qualifications of Teachers should be so raised as to prevent the licensing of any Teachers who is not qualified to teach the prescribed Programme of Common School Education. The only exception should be, where a sufficient number of Teachers, thus qualified, would not be licensed in a County. In such cases, the County Superintendent might be authorized to give temporary Certificates for particular Schools; but only where there is not a sufficient number of duly qualified Teachers licensed to teach all the Schools of the County. The secret of the success and efficiency of the School Systems of Holland, Switzerland and other European Countries, as also in the Cities and Towns of the neighbouring States, is traced to their securing thoroughly qualified Teachers, and the thorough oversight and inspection of the Schools. And it is of the unfitness of Teachers,—the employment of inexperienced and unqualified Boys and Girls,—that our American neighbours ascribe the deplorable inefficiency of many of their Country Schools. We should profit by the experience of both sides of the Atlantic. I am persuaded that if we protect the Teachers' profession against the intrusion of unqualified persons, we shall seldom, or never, be without a sufficient number of duly qualified Teachers in any County in Ontario. Besides, there are many Teachers, and they will be found in increasing numbers, worthy of a Provincial, or National, Certificate of Qualifications, available for life, (during good behaviour,) in every part of the Province.

5. *A Fixed Minimum for Teachers' Salaries.*—It is also submitted for consideration, and in immediate connection with the last suggestion, whether there should not be a fixed minimum of Teachers' Salaries in the Townships, if not in the Cities and Towns. In the foregoing account of European Systems of Popular Education, it is seen that in

* In a Letter to the Honourable J. S. Macdonald, Attorney-General, on this subject, the Chief Superintendent appealed to him not to oppose the unanimous recommendation of the large Select Committee of the House of Assembly as to the mode of providing for the Salaries of the County Superintendent of Schools by the co-operation of the Government with the County Council. In all other Provinces of the British Dominions, as also in England, Ireland and Scotland, and in the oldest of the neighboring States, these Officers are paid by Government. They are Government Officers, subject to its directions alone, and not subject to any order of a Municipal Council, after their appointment. The mode of appointing them heretofore, without due qualifications, has been the weak point in our School System, and what is recommended by the Special Committee supplies the "missing link" in the chain of connection and strength in the School System,—securing the co-operation of the local and Executive Authorities in the qualifications and support of County Superintendents, as heretofore in those of Teachers.

those Countries of Europe in which the School Teachers' profession and the Public Schools are most efficient,—such as Holland, Switzerland and other Countries poorer than Ontario, there is a minimum of a Teacher's salary fixed by law; and where any Commune, or School Section is too poor to provide the prescribed minimum salary of the Teacher, according to a certain rate on assessed property, such Commune is assisted to make up the deficiency by a special appropriation from the State Fund.* In the absence of any legal provision of that kind, both in the United States and Ontario, there are many Trustees who seek the lowest priced Teacher, without regard to efficiency; and, in many instances, meritorious and efficient Teachers have been supplanted by low priced Teachers, of the lowest class, to the injury of the School, and of many children and youth whose Parents have been taxed to pay a Teacher quite incompetent to instruct their own children. This is a wrong to the public, a wrong to the children, and wrong to individuals taxed to pay such a Teacher. A Free School is not intended to gratify individual meanness and avarice, but to secure the education of all the children of a neighbourhood; and no School should be made Free, (that is, supported altogether by a rate on property,) which is not competent to teach all the youth of the neighbourhood desirous of being taught all the prescribed subjects of a Common School Education. But both the competent Teacher and the School Rate Payer should be protected against injustice and incompetence by having a minimum of Salary legally prescribed, which would keep competent Teachers from leaving the profession, and below which, meanness, on the part of any Trustees, could not descend. Whether this minimum of Teachers' Salaries should be prescribed by a County Board, or by the County Council, or by the Legislative Assembly, is also a matter for consideration. In the neighbouring States one of the most serious hindrances to the efficiency of their Schools,—and the evil is deeply felt in Canada,—is the relinquishing of the profession by the best Teachers, on account of remuneration so much less than they can obtain in other employments. Every competent Teacher, thus driven from the profession, is a serious loss to the Common School education of youth, who should be protected by Law against such loss inflicted by ignorance and meanness. Thus protected, the Teachers' profession has as much permanence in several Countries in Europe, and also in many Cities and Towns in the United States, and in Canada, as any other profession; and Holland, some of the Cantons of Switzerland, and other small and poor Countries show that where the minimum of the Teachers' Salaries is high, the Schools are more efficient and the people are proportionably better and more generally educated.

6. *Additional Protection to Teachers.*—The frequent change of Teachers has long been complained of as one of the most serious impediments to the progress of the Schools in many instances, as well as to the continuance of good Teachers in the profession. The fixing of a minimum Salary of Teachers, as above proposed, is one means of abating the nuisance of low graded and low priced Teachers, and of keeping good Teachers in the profession; but another means of scarcely less importance is to prevent the needless and injurious changes of Teachers. It will have been seen that in all the educating Countries of the Continent of Europe, a Teacher, when once employed, cannot be dismissed without the concurrence of the Inspector, and, in some instances, not without the concurrence of higher authority. In England, Ireland and Scotland, Teachers are as secure in their places, during good behaviour and efficiency, as if they held office under Government. In Ontario, Trustees and people themselves, as well as Pupils and Teachers, should have better protection than now exists, against changes

* In a Draft of a Public School Bill, which Doctor Ryerson prepared in 1868 and sent to the Members of the New Legislature of Ontario, so as to enable them to fully consider the proposed School legislation before the Meeting of the House, he proposed in the Tenth Section of the Bill to fix the minimum salary of a Male Teacher in the Country Schools at $300, and of Female Teachers at $200. As the Bill then drafted was not proceeded with, nothing was done on that subject at the time.

In 1907, however, the 39th Section of a Public Schools Act of that year provides for the raising of a special sum both by the Municipal Council and the Trustees of a School Section to aid in the payment of the Teacher's Salary, in addition to the Government Grant and the equivalent assessment by the County Council. Assistant Teachers are also aided in the same way.

and derangement of School teaching and operations at every whim, or instigation of individual avarice, prejudice or passion.

7. *Adequate Accommodations for the Schools.*—It is also suggested to make better provision for School House accommodation in many places. The law requires that the Trustees in each School Section shall admit to the School all resident applicants between 5 and 21 years of age; for whose instruction, in regard to both room and teaching, provision should, of course, be made. But complaints come from many School Sections that the Schools are utterly incapable of accommodating all the Pupils, who are, in some instances, literally packed in a School House, like animals in a rail car, and that many of the School Houses are altogether unfit for use; yet the Trustees will do nothing to enlarge and improve them. Of course, there can be no proper discipline, or teaching, under such circumstances. It will have been seen, in the pages of my European Special Report, that in France and other educating Countries on the Continent of Europe, each Commune, or School Section, is required to provide School House accommodation for all the resident children of School age, and is required to have a second, or Assistant, Teacher, when the Pupils exceed a certain number, varying from 50 to 75; also, that, in the neighbouring State of New York, the County Superintendent has authority to condemn a School House as inadequate in size, (allowing a certain number of square feet for each Pupil,) or unfit for use, and that the School kept in such House cannot share in the Public School Fund, while such sentence of condemnation continues. Some such provision is required among us.

8. *A Limit to the Alterations of School Sections.*—I believe that in general the Township Councils have judiciously employed their very large powers in forming and altering School Sections; but I am also persuaded that those powers have, in some instances, been so exercised as to inflict serious injury on many parties concerned, and to the reducing of School Sections to injuriously small dimensions. This is naturally to be expected where a Township Council often consists of three, or four, persons, one, or more, of whom may be individualy interested in the formation, or alteration, of certain School Sections. It is provided in some of the adjoining States, that no School division shall contain less than 60 or 75 children of School age. I think that some further provision is required among us to prevent the formation of too small School Sections, and to prevent the arbitrary transfer of individual Rate-payers from one School Section to another against their own wishes.

9. *Power of Establishing Township Boards of School Trustees.*—But the inconvenience and disadvantage of small School Sections would be remedied by having each Township a School District, as in Massachusetts, Pennsylvania, and Ohio, with a Township School Corporation, or Board of Trustees, to arrange and manage all the Schools and School affairs of the Township. I explained and discussed this question at large in each County during my last official tour of Upper Canada, in 1865; I need not, therefore, dwell upon it here. A large majority of the County School Conventions concurred in my recommendations on the subject.* I do not propose to make it obligatory, or create Township Boards of Trustees by legislative enactment; but I propose facilities to enable a majority of the Ratepayers, or their Representatives, in each Township, to establish Township School organization at their pleasure.

10. *High Schools for Girls.*—I would suggest that more specific and effectual provision be made than has yet been made, for the better education of Girls. It is the Mother, more than the Father, that decides the intellectual and moral character, if not the material interests of the household. A well educated woman seldom fails to leave upon her offspring the impress of her own intelligence and energy; while, on the other hand, an uneducated, or badly educated, Mother often paralyzes, by her example, and spirit, all the efforts and influences exerted from all other sources, for the proper training and culture of her children. In the rural parts of the Country, the education of Girls, as well as Boys, must chiefly depend upon the Common mixed Schools; and on

* For proceedings on this subject by the County School Conventions, see page 165 of the preceding (Nineteenth) Volume of this Documentary History.

the improved efficiency of those Schools depends the education of nine-tenths of our Country's future population. But I think our Cities and Towns and larger Villages are by no means fulfilling their educational obligations and mission as they should do, and as is done in the Cities and Towns of the neighbouring States, in which there are High Schools for Girls, as well as for Boys, besides Elementary mixed Schools.* With three, or four, exceptions, there are with us not even high Central Schools for both sexes; there is only the dead level of the Common Ward School; there is no High English School to teach the higher branches of English, including the elements of Natural History, Chemistry and Philosophy, and the proper subjects of a Commercial Education; much less is there a High School for Girls, embracing a Curriculum of Studies required for imparting a sound education for females. Our Grammar Schools do not supply this desideratum. From the beginning, in the State of Massachusetts, the duty to establish and support High Schools, as well as Common Schools, has been exacted of every Town (Township) of a given population. The fulfilment of a similar obligation should, I think, be required of each of our Cities and Towns, and a special apportionment should be made out of School, or other public, funds to encourage and aid in that special and important work.

11. *The Common Schools Entirely Free.*—I have also to suggest for consideration the important question of declaring the Common Schools Free throughout Ontario. The course pursued among us on this subject is different from that which has been adopted in the neighbouring States. In the Free School States the Schools have been made Free by an Act of the Legislature. With us the Legislature, by the School Act of 1850, invested each School division, or Section, with power to decide the question annually for itself. The question has, therefore, been discussed and voted upon again and again, by the Rate-payers in every School Section in Ontario. The result of this annual discussion and voting upon the question in primary Meetings during sixteen years is, that the Free Schools have increased from 100 to 300 every year, until in 1866, out of the 4,303 Schools reported, 3,595, (or all but 708,) were reported Free; and of these 708 the Rate-bill has been 25 cents per month, or less. As the Rate-payers themselves have made more than four-fifths of the Schools Free, the question now is, whether the Legislature should not declare them all Free, and thus put an end to a needless annual discussion of the question in each neighbourhood throughout the Country. The subject has been pressed upon my attention in nearly every County of the Province. Many persons opposed to Free Schools have urged me to have the question settled by Law, as they saw that the Schools would be made Free, but they themselves did not wish to vote in their own neighbourhoods differently from what they had done, and they did not wish to be compelled either to absent themselves from their Annual School Meetings, or to discuss and vote for no purpose on the question of Free Schools. The advocates of Free Schools think it hard and injurious that the harmony of the School Meetings should continue to be disturbed by the agitation of this question on which the majority of the Rate-payers have so often expressed their opinions. The question of Free Schools, —whether the property of all should be made liable for the education of all,—has been thoroughly discussed, and it has been decided with unprecedented unanimity that each man should contribute to the education of all the youth of the land according to the property which he possesses and which is protected in the land, and made valuable by the joint labour, intelligence and enterprise of all the people. The experiment has also been tried in adjoining neighbourhoods, and in the same neighbourhood, time and again; and in every instance the attendance at the Free School has been proportionably far larger than at the Rate-bill School. The question now is whether the Legislature should not give effect to the voice of the Country, and declare all the Schools Free.

12. *Compulsory Education.*—My last suggestion relates to the important subject of Compulsory Education,—a question very simple in itself, but much mystified and complicated by misapprehension.

* For a discussion on this question see the XXVIIth Chapter of this Volume, page 237.

In the First place it is a question which does not relate to 19 out of 20 of the people educating their children, except to help and protect them against the one out of twenty who is, cruelly towards his children, and injuriously towards the community, counteracting what the other nineteen are doing. Thus law against burglary, theft, drunkenness, Sabbath-breaking, does not apply to honest, sober, moral men, except to protect them against what endangers the public welfare. The man who produces and cherishes a brood of ignorance in the midst of the community, is creating and multiplying the instruments of vice and lawlessness; he is, therefore, a producing, if not a conspiring, incendiary. Should not the community protect itself against such a creature? I argue not here the question of the connection between ignorance and idleness, and vice and lawlessness,that has been established times unnumbered by statistics and witnesses without end. The French Minister of Public Instruction, in his Report for 1865, (which I have quoted more than once in my Report on European Schools, gives, under the head of the "Relations between Public Instruction and Morality," statistical Tables, showing the effect of education in diminishing crime in the different Countries of Europe. He concludes with the following forcible and beautiful remarks:—

We cannot afford to leave uncultivated, during perhaps the half of life, the precious treasures of popular intelligence, when we see that the progress of morality follows that of public instruction and general prosperity. The gain made by the Schools coincides with the loss sustained by the prisons.

In the Second place, the question involves the protection of innocence and helplessness against wrong and cruelty. The Law punishes a Parent who wilfully starves, or mutilates, or murders, his child. Is not wilfully starving and mutilating the mind, and murdering all that is moral and noble in humanity, worse than inflicting any injury on the body?

I remark Thirdly, that if it is right to tax the property of all for the education of all, it must be equally right to see that all are educated; otherwise it is raising money under false pretences.

Be it observed, Fourthly, that if it is the right of every child to receive such food and care as will nourish his body to maturity, he must have a higher right to such intellectual nourishment and care as will mature his higher powers of manhood. And if such be the inherent, divine, right of the child, the State should protect the child in the enjoyment of that right, against any human or inhuman being, Parent, or Guardian, who should, by neglect, or otherwise, attempt to deprive the child of such right.

Finally, I beg to observe, that every System of Public Education is a system of compulsion. Even a Public Grant for educational purposes is taking from each citizen something, whether he likes it, or not, for the education of others. By the imposition of a School Tax for the erection of a School House, the payment of a Teacher, or other expenses of a School, each Rate-payer is compelled to pay, however unwilling, for those purposes. And if by such universal tax on the property of a City, Town, or neighbourhood, the means of instruction are provided for every resident child of School age, has not every Tax-payer the right to insist that every child shall be educated? The Parent, or Guardian, may prefer a School at home, or Private, or other, School than the Public School for the instruction of his children. Well and good, let him be the sole judge of that.* But he has no right to the choice as to whether his child shall, or shall not, be

* The general law in Europe on this subject is summond up in the following statement of Mr. Kay, late Travelling Bachelor of the University of Cambridge.

"The Germans and Swiss have always left to the Parent, the greatest possible liberty of choice, as to the manner in which he will educate his children; they have only said, 'the happiness and social prosperity of every Country require, that all its members should be capable of thinking, be intelligent, and above all, religious, he who does not educate his children is an offender against his Country, inasmuch as he lessens the probability of its prosperity and happiness; therefore such a Person must be punished, that other careless citizens may be deterred from following his example.' Indeed by such a train of simple reasoning as this, the Prussian Government, as well as the Governments of Germany, Denmark, Switzerland and Sweden oblige every Parent to educate his children. He may send them to any School he pleases, in any part of the Country; he may have a private Tutor at home if he pleases; or the Mother may perform the office of Teacher. In all this Government does not interfere. All that is demanded is, that as the State is immediately and essentially interested in the right development of the mind of each one of the citizens, the Country should have satisfactory proof, that the children of every Parent are being properly educated in one way or another." (Volume I., page 44.)

educated at all, any more than he has the right of choice as to whether his child shall steal, or starve, as long as he is a member of a civil community, whose whole interests are binding upon each member.

Every System of Public Instruction, being compulsory in its very nature, the compulsion to be educated should be co-extensive with the interests of the whole community. And that community which provides most effectually to free itself, and keep itself free, from ignorance and its consequences, contains within itself the elements of the greatest freedom. One of the freest States of the American Republic,—Massachusetts,—and the wealthiest State, in proportion to its population, and the most advanced in Science, Literature and Manufactures,—has, and has had from its commencement, the most compulsory System of Education in America, and pays, and has from the beginning paid, the largest proportional sum for its support, and made all its Public Schools Free, besides providing Reformatory Schools for the idle and vicious.

I think it needless to pursue the argument any further in this place. In my Report on the Systems of Popular Education in Europe, I have noted the compulsory feature of those Systems, and shown how it is carried into effect; and in the part of that Report, (under the head of "Compulsory Education,") I have extracted from the Report of the French Minister of Public Instruction, (M. Duruy,) and from the Report of the French School Commissioner to Germany and Switzerland, (M. Baudouin), a summary history of the law of compulsory education in different Countries of Europe.* In Holland, and three Cantons out of twenty-three Cantons of Switzerland, the only States of the Continent of Europe in which compulsory education does not exist, except in France, where measures are being taken to introduce it,—a system of compulsion and restriction prevails in other respects equivalent to compulsory education itself. Every locality is compelled to provide a School House and School for all the children of School age, and the State aids the locality not able to do so without assistance; and no child can be apprenticed, or employed in a Factory, etcetera, without being examined and giving satisfaction as to his, or her, education. This is a larger assumption of power on the part of the State, between parent and child, than in directly compelling the education of the child.

In all those European Countries, where the law for compulsory education exists, the simple penalty of fine and temporary imprisonment, has been found sufficient to give it effect, even without the aid of Reformatory Schools. I am persuaded the same penalty, with, perhaps, the addition of a milder penalty of imposing a special Rate-bill for absent School children, would secure the universal education of children a part of the year in all the Townships; while some additional provision might be required in "An Act for the Instruction of Idle and Truant Children in Cities and Towns," with, perhaps, Industrial Schools. I have been assured by many individuals of wealth, and by members of benevolent associations, that the operations of such a law would never be impeded for the want of clothing for poor children, or even food, if necessary.

During my last official tour of Upper Canada in 1865, a very large majority, (thirty-seven), of the County School Conventions adopted Resolutions in favour of compulsory provisions of Law to secure to all children from 7 to 14 years of age, the benefits of School instruction 4 or 6 months each year.

In the former part of my European Report, it will have been seen that in Switzerland, Baden, Wurtemberg, Prussia and other Countries, where the principle of compulsory education has long been in operation, the Law is now merely nominal, it scarcely even requires to be invoked, as the national mind has become so thoroughly educated that no Parent any more thinks of bringing up his children without education than without food, or clothing. Such, I am persuaded, under the operations of a similar Law, will be the universal sentiment of Ontario in the course of a few years. Until then, the great mass of the community should be protected against the conduct of the

* For this extract, and for a Chapter on the subject of Compulsory Education in Schools, see Chapter XXX of this Volume, page 264.

vicious few, who would sow the seeds, multiply and perpetuate the evils of ignorance, idleness and vice.

Some clauses of our School Law in regard to elections in Cities, Towns, etcetera, may be amended, but require no notice in these general suggestions, which relate to matters that not only require legislation, but which are of universal interest and application in the advancement of our whole School System. Nor have I adverted to defects in connection with our School operations which may be corrected by better modes of proceeding, and do not require legislation to remove. The object of these suggestions is to aid in perfecting our Educational System, that all parties labouring under it may be enabled to prosecute their work to greater advantage until there shall not be a child in the land ten years of age, and of a sound mind, who shall not be able to read and write well.

NOTE. A Draft of School Bill was prepared during the ensuing month, and submitted to the Government by the Chief Superintendent. It provided for the carrying out of these various suggestions of the Chief Superintendent, and was laid before the Legislature during the Session of November and December, 1868, but was deferred for further consideration.

CHAPTER XXIX.

THE SALARY ESTIMATE OF THE EDUCATION DEPARTMENT BASED ON A LOWER SCALE THAN THAT AUTHORIZED BY THE CIVIL SERVICE ACT.

LETTER TO THE HONOURABLE THE ATTORNEY GENERAL, JOHN S. MACDONALD, BY THE CHIEF SUPERINTENDENT, ON THE ESTIMATE OF THE GRANT FOR THE EDUCATION DEPARTMENT FOR UPPER CANADA, INCLUDING SALARIES.

I observe by this morning's papers that exception was taken last night in the Legislative Assembly, to the Financial Estimate for the Education Department.

I desire to say that the explanation of the reasons of any change in the Estimates of the Department from former years, was transmitted with the Estimates themselves. But I desire here to give a more full explanation of the facts, which I hope you will have the kindness to read to the House, as I think it is due to one of the largest and most difficult Departments of the public service, and as I have had the charge of it nearly a quarter of a century.

1. Although the whole Estimate for Grammar and Common School Education is stated at $301,500; the whole of that sum is provided for by Statutes except $125,377, —which requires the vote of the House.

2. The Contingent Expenses of this Department have undergone no increase during the last ten years, although the work in it has greatly increased. But improved modes, and facilities of doing the work, have been devised, so as to prevent any increase in the average Contingent Expenses of the Department. Some variations have arisen, from having to make considerable repairs in the Buildings and to print large editions of the School Registers and the Acts, etcetera. While there has been a large increase in the expenses of every other Public Department, there has been no increase in this Department. The Estimates of the Salaries and the expenses of this for the current year are some Three hundred dollars less than they were in 1857; and the Contingent Expenses, apart from Salaries, are more than one half less than they were any one year from 1853 to 1857, inclusive, and less than they have been for any year from that

time to this, and our increase, which has been made in Clerks' Salaries has been saved by a reduction of Contingencies; so that the aggregate expenses of the Department have not been increased during the last ten years.

3. I may also observe that the Depository Branch of the Department is not a farthing's charge to the Public Revneue, or to the School Fund, the whole expenses of it being included in the cost of Apparatus and Books.

4. The reason of the Salaries of certain Officers of this Department, as estimated for this year, not agreeing with those stated in the Treasurer's account for the last half of 1867, was pointed out in the Letter transmitting the Estimates, and is as follows: The last mentioned account does not include that portion of the Salaries paid in past years out of the Depository Fund and Office Contingencies, according to the work done in each branch of the Office. In making the Estimate under the new system, I thought it best to place these items, paid from different sources, in one sum, so that the Salary of the respective Officers should be fully exhibited. In doing so, no increase to the sum expended during the last and previous years has been asked for, as the amount for Contingencies has been proportionably reduced, so that the total vote for Salaries and Contingencies is the same as in 1866-7. I know not how I can manage the Department more economically than I have done.

5. The Salaries are the same in amount as formerly with the exception of two junior Clerks, Mr. Atkinson the Clerk of Correspondence, (an excellent pensman,) hitherto paid out of the Contingencies at $380, and having served five years, is placed on the permanent staff at $500.

6. Mr. John Stinson, Assistant Clerk of Satistics, after an apprenticeship and nine years efficient service in the Office, instead of $500, is placed at $800. I think it but due to Mr. Stinson to say, that he has fully earned this consideration; for, besides serving faithfully and efficiently in the Office, he was Lieutenant in the seventh Company of the Queen's Own Rifles, and commanded it at the Battle of Lime Ridge, or Ridgeway, accompanied by eight other Employés of the Department; (one of which was killed,) and Mr. Stinson has since been appointed Captain for his gallant conduct and ability.

7. It may be mentioned that the two senior Officers of this Department have served upwards of 23 years; that the next two senior Officers have served 13 and 12 years; and that, in the Estimates no increase of their Salaries has been proposed.

6. It is perhaps just for me to add, that the last published Public Accounts show, that the Lower Canada Department of Education expended for Salaries and Contingencies $16,113, with 3,826 Schools, while my Estimate is $14,700, with 4,457 Schools and other Agencies for the diffusion of useful knowledge which do not exist in connection with the Department of Public Instruction in Lower Canada.

7. I should be thankful if any Members of the Government and of the Legislature would visit the Department, when every Account, work and mode of procedure will be shown and fully explained to them; nor do I desire to retain a single feature of the Department, or increase a single expenditure, which shall not be deemed useful and necessary after the most careful inquiry, by the Representatives of the People.

TORONTO, February, 1868. EGERTON RYERSON.

I supposed from the reading of the preceding Letter in the House, and the expression of approbation with which parts of it were received, and the absence of one word of objection, that my recommendations and explanations were considered satisfactory; and I knew not to the contrary until a few days afterwards, when I saw the printed Supply Bill, and subsequently received a Letter from the Provincial Treasurer, dated the 2nd of March, directing a revision of the Pay List, as I had communicated it in my Letter of the 27th of January, and a return to the old method of payment. In my reply, dated the 7th of March, I transmitted a revised monthly Pay-list of Salaries as desired, and appended a Memorandum of the payments which would be required under

the head of Contingencies, "till another Order-in-Council is passed," among the items of which are those remarked upon in the House of Assembly, and which I have paid monthly during the past year, as I had done the three preceding years, transmitting each month the proper Vouchers, and not receiving a word of objection. I am sure the Premier will bear me witness that I have, since the last Session of the Legislature, repeatedly solicited of him an appointment to meet the Honourable Members of the Executive Council to settle the question of Salaries of Subordinate Officers of my Department, in order that I might pay the salary of each of them in one sum and from one source, and not in different sums, and from different sources, as I was doing. But the matter was deferred from time to time from various circumstances, until since the commencement of the present Session, when I was given to understand that the question of Mr. Hodgins' Salary would be satisfactorily arranged; the day after which I informed the Premier that, after what he has intimated to me the day before, I now felt free to submit to him what I had long revolved in my own mind, but had hinted to no one—namely, the creation of the Education Department into a Ministry of Public Instruction, under the control of a responsible Minister of the Crown, and my own retirement from its administration.

I have thus given a succinct and documentary history of the Appointments, Salaries, and Allowances of Subordinate Officers of my Department since 1855.

Salaries Recommended—Reasons for the Recommendation—Illustrations. I will next state the Salaries which I have recommended, on which I have so long insisted, and the grounds of my recommendation.

The only two public Departments now existing in this Province which can be compared with each other in duration and magnitude, are the Crown Lands and Education Departments. I believe the Deputies of these two Departments have been in the public service longer than any other two Officers of the public Departments. Mr. Hodgins has been in the office upwards of twenty-four years. Mr. Russell, the excellent Deputy of the Crown Lands Department, has been in the office as long, and perhaps longer, as he is an older man. My proposal is, that the Deputies and Accountants, or Book-keepers, of the Education and Crown Lands Departments shall have the same Salaries,—it being assumed that their qualifications, duties and responsibilities are equal. I believe there is no dispute, or difference, as to what shall be allowed to the other subordinate Officers of the Education Department. The whole of the discussion has arisen as to the Salaries and Allowances paid to the Deputy Superintendent and the Senior Clerk and Accountant of the Education Department. They are both Graduates in the Law Faculty of the University, are both Members of the Law Society, are both eligible for examination and admission as Barristers-at-Law, and both, I have reason to believe, would have been in the Profession of the Law ere this, had I not advised them otherwise, and urged their continued connection with the Education Department, with the expressed assurance, on my part, that justice would yet be done them, and they would yet be placed in the same position as corresponding Officers of other Public Departments.

The salaries of the Deputies of all the Departments of the Civil Service, except the Education Department, have been from $2,600 to $2,840 per annum, besides other appointments and allowances to some of them of several hundred dollars a year. The Chief, or Senior, Clerks, from $1,800 to $2,000; First-class Clerks, from $1,600 to $2,000; Book-keepers, from $1,600 to $2,000; Second-class Clerks, from $900 to $1,240; Third-class Clerks, from $600 to $960. (*See Public Accounts for* 1867.)

Take as a further illustration the Ontario Crown Lands Department alone. Apart from the Deputy, it appears that in that Department Persons who were in the service in 1857-8,—the time when the Salaries of Officers in the Education Office were fixed,—have received a progressive rate of increase with length of service. It thus appears from the Public Accounts, that individual Salaries have been raised during that period from $800 to $1,280 in one instance; in other instance, from $600 to $900, and from $800 to $1,600; in two cases, from $900 to $1,200; one from $1,080 to $1,240; in five

cases, from $1,200 to $1,400, two from $1,610 to $1,800, two from $1,200 and $1,500 to $1,800, etcetera. It appears also that some twelve Persons, who were not in the service at all in 1857-8, have received in 1867 Salaries at from $730 to $1,240.

I am quite willing that the qualifications and work of the Officers employed in the Education Department should be compared with those of any Department of the Civil Service, though the former have not been permitted to enjoy the advantages of the Civil Service Act, notwithstanding their length of service and greatly increased duties. The only exceptions are those in which, out of the Educational Depository I applied, in a limited degree, to certain Officers of the Education Department the "analogy" admitted in the Official Letter communicating to me the Order-in-Council fixing the Salaries in 1857.

Some years ago, the late Honourable Thomas D'Arcy McGee introduced a Bill into the Canadian Parliament to define the qualifications, and prescribe examinations for admissions to employment in the Civil Service. He eloquently advocated the employment of well qualified and efficient Officers in the Public Departments, with good Salaries, and the exclusions of inefficient and useless ones. *The Globe* newspaper strongly advocated the same views. I suggested to Mr. McGee an amendment to his Bill, remarking that I had not only acted on the principle of his Bill in previous years, by employing no Person in the Education Department without his giving satisfaction as to his qualifications for the situation vacant, but also on the further condition of a six months' trial as to his industry, faithfulness, and practical ability to do the work assigned him. It is in this way that the Department and its attendant Schools have been supplied with well qualified, faithful, and able Officers.

Upon every ground, therefore, whether of long service, or personal qualifications, or efficiency, or increased work, or "analogy," or comparison with the Officers of other Departments of the Civil Service,—apart from the increased expenses of living,—I maintain that the Salaries of the subordinate Officers of the Education Department should be equal to those of the corresponding Officers in the Crown Lands Department. Nor do I see any reason why Officers in the Civil Service at Toronto should not have equal Salaries with corresponding Officers in the Public departments at Ottawa,—certainly with no higher qualifications, nor more onerous duties than those in the Education Department.

Objections answered,—Ten Meteorological Observers' Returns—The School Manuals and the Journal of Education.—Reply to Mr. Blake's Objections. But it has been objected in the House that Messieurs Hodgins and Marling have received extras, besides their Salaries. The Salary of the former since 1864 has been considered as $2,600, and that of the latter $1,600, but to each two additional items have been paid, but not to either for their originally prescribed work as Officers of the Department. In 1865, the Grammar School Amendment Law was passed, requiring Meteorological Observations to be taken at ten places in Upper Canada, and to be paid for by me upon the condition that their Monthly Returns were satisfactory. It became necessary to examine these Returns; to reduce the Observations contained in them; to report the results, so as to show the Temperature, state of the Atmosphere, Wind, etcetera, as noted three times each day of the year by the Observers at each of the ten Stations,—two Returns being required every month from each Station, or 240 Returns during the year. Comparatively few are competent to perform this work; but Mr. Marling prepared himself for it, and undertook it, doing it at his own Home in the evenings. Let any one competent to the task look at the Returns, and the labour required to examine them, reduce the Observations, and calculate the results; or let him enquire of the Keeper of the Provincial Observatory; or let him look at my last two Annual Reports under the head of Meteorological Observations, and let him say if it is not a shame that any man should complain of the small sum of $200 per annum being allowed Mr. Marling for accomplishing this scientific task from ten Meteorological Stations, and preparing the

Annual Report of them. I might have selected another competent Person to perform this newly-created work, but must have paid more than twice Two hundred dollars for it.

Then Mr. Marling is the Recording Clerk of the Council of Public Instruction, which usually meets at 4 P.M. The duty of the Clerk, in respect to the Meetings and various proceedings and Orders of the Council, is very considerable, for which the Council has voted such a Clerk $100 per annum since 1850, and respecting which no fault was ever found, or objection made, to my knowledge, until Friday evening, the 16th instant, in the House of Assembly.

But there are two items paid to Mr. Hodgins also in addition to Salary. The first, $100 per annum, for delivering every Saturday morning, for nine or ten months, a Lecture on the School Law and its applications, together with appropriate practical counsels to Teachers-in-Training in the Normal School. There are two Sessions during the year, averaging about 22 weeks each;—thus two courses, or about 40 Law Lectures are prepared and delivered for the paltry remuneration of $100, the appointment and compensation being authorized by the Council of Public Instruction. I might ask the honourable member for South Bruce, (Mr. Blake), who has objected to this and other items, whether he would perform the task of preparing and delivering 40 Law Lectures for $100? I would ask whether it is Mr. Hodgins' duty, as Deputy-Superintendent, any more than it is my duty, or that of any Member of Parliament, to perform such work in the Normal School? The late deceased Head Master of the Normal School pressed the importance of this instruction upon me more than once. I delivered a Lecture, or two, myself on the subject during one, or two, seasons; but it was felt that much more should be done to acquaint the Normal School Teachers with the principles and provisions of the School Law, and how this knowledge would avail them in School Sections where they are often the Clerks of the School Corporations, and can do much to prevent difficulties and adjust differences. The task was at length, by the appointment of the Council, undertaken two years since by Mr. Hodgins,—a good speaker, and better acquainted with our School Law than any other man living, having assisted in preparing it from the beginning, and in administering it as nearly twenty-five years, having edited successive Manuals of it, with the forms, notes and definitions of the principal terms from law Authorities, and a digest of more than fifty Decisions of our Superior Courts, in cases of appeal under its operations.* I leave it to any Member of the Legislature to say whether such instruction could have otherwise been provided for so effectually, and at so little expense?

Finally, objection is made in regard to the amount paid, and to whom paid, for editing, and managing, the *Journal of Education*—a periodical which I published six years by subscriptions, at considerable loss to myself, and which I determined to discontinue unless the Legislature would provide means for its publication and transmission without charge, to each School Corporation and Local Superintendent in Upper Canada. The sum of $1,800 per annum was granted for that purpose in 1850; and for that sum the *Journal of Education* is edited, 5,000 copies of it printed, folded, put in covers, addressed and sent to all parts of the Country per month. If any objector will do this work, and do it as well, for that sum, I should be happy to see him do it. If I have been authorized to prepare and publish the *Journal of Education*, and am responsible for it, I have the right to select whom I please to do the work, and pay

* The following are the opinions of three Chief Justices of this Province on the merits of those Manuals:—

LATE CHIEF JUSTICE OF UPPER CANADA (SIR J. B ROBINSON.)—"I have received the new edition of the Grammar and Common School Manuals, for which I thank you. These compilations, when made with the care, which has been exhibited in your book, greatly assist the Judges in their labours, and help to secure them against the danger of overlooking provisions bearing upon the questions before them. And to all engaged in carrying out the School Laws they must be very valuable."

EX-CHIEF JUSTICE OF UPPER CANADA (HONOURABLE W. H. DRAPER, C. B.)—"I am afraid I have been guilty of an apparent neglect in not thanking you for a copy of the School Manual. I have just had my hand upon it, and do not remember having acknowledged your kind attention—and even now I can do little more—beyond expressing my opinion in favour of the great usefulness of the collection—and of the care and industry with which the notes have been compiled. I have not had time to do more than make a cursory examination of its contents, but so far as I have gone, am both pleased and satisfied."

CHIEF JUSTICE HAGARTY.—"Mr. Justice Hagarty thanks Mr. Hodgins for his very useful and carefully compiled School Manual, which he has so courteously presented. Mr. Hagarty has no doubt that such a compilation will be no small boon to the large class of persons concerned in the due administration of the School Laws."

what I please, so that I do not exceed the Parliamentary appropriation. When I ceased to edit, or superintend the publication of it myself, it was my own, and not another's business as to whom I should confide that confidential and important work. I might have selected and employed the literary Editor of *The Globe* newspaper; and had I done so, I might not have received so much abuse from that quarter. But it became me to select an Editor who was of one heart and mind with myself, who thoroughly understood the School System, and was in other respects competent for the work. There was no room for hesitation as to the most desirable choice; the only question was as to whether Mr. Hodgins, with all his masterly arrangements of business and economy of time, could, without interfering with his Official duties, devote the attention and labour necessary to edit and superintend the publication of the *Journal of Education*. This he succeeded in doing; and for doing so, I could not, in the progress of years, offer less than had already been paid for editing the *Journal of Education for Lower Canada*—a journal of less circulation than ours.

But it is reported as having been objected by the Member for South Bruce, (Mr. Blake that an Officer of a Public Department having a Salary, should devote all his time to the public! What then comes of the Common Law and universal usage of certain appointed hours for work, both in Banks and in Public Departments, unless in exceptional cases under a temporary pressure of work? Has not a Bank Clerk certain hours of his own? Have not all officers of Public Departments the same? The Member for South Bruce (Mr. Blake) engages to serve his Constituents in two legislatures for a certain remuneration. It may be inadequate; but, nevertheless, the office is accepted upon the conditions prescribed by law. But does he give all his time to his two-fold duties? Does he do nothing for his own individual profit during the Sessions of the two Legislatures but attend to his representative duties? There are Heads of Departments, receiving Salaries as such, yet do they not receive additional compensation as Members of the Legislature, and some even as Members of two Legislatures, besides attending to much private professional business? Members of the Legislature sometimes even adjourn its sittings for many days, yet receive every day's pay as if attending to Parliamentary duties. Is a principle to be applied to subordinate Officers of Public Departments, which is not applied to the Heads of Departments, or to Members of the Legislature?

But the same honourable Member invokes against my acts and my Subordinates the Dominion Civil Service Act of last Session. I am not certain that that Act is in force in Ontario; but I accept the authoritative invocation of it, yet deny its application to the case in hand. The invoked (20th) clause of the Act says: "No allowance or compensation shall be made for any extra service whatever which any Officer, or Clerk may be required to perform in the Department to which he belongs."

Now, will the learned Gentleman, who, quoted this Clause say that the School Apparatus, Library and Prize Book Depository, (which have, of late years, been established in connection with the Department, and which may be discontinued at any time), is identical with the Education Department proper; or that examining proofs of Books prepared and published under the sanction of the Council of Public Instruction, and various other duties ordered by it, or the examining and reducing for publication returns from the ten Meteorological Stations, are a part of the duties "required" of Mr. Marling as Accountant and Book-keeper in the Education Department? Or that delivering Law Lectures in the Normal School, or editing, and managing the *Journal of Education* are a part of the duties "required" of the Deputy-Superintendent of Education? Are these separate engagements a part of the departmental duties "required" of the Officers referred to, any more than the professional duties of the Member for South Bruce in the Court of Chancery are a part of his duties as Member of two Parliaments?

But if the 20th clause of the Dominion Civil Service Act of last Session, is, (according to the honourable member for South Bruce (Mr. Blake) in force in Ontario, he

cannot deny the application of the 22nd clause of the same Act, which says, "Nothing in this Act shall affect the Salary or emolument of any Officer, or Clerk in the Civil Service at the time of the passing of this Act, so long as he shall be continued in office."

The Officers in question have been receiving, as "Salaries, or Emoluments" during four years, what is now, in face of the quoted Act, attempted to be taken from them. I submit that in matters of personal and official rights, Members of the Legislature, like Members of the Bench, ought to be impartial and humane judges, and not judges in the spirit of partizanship.

I am thankful to find that thus far, the only acts impugned during my long and difficult administration of the Education Department, relate to the points have noticed, —a fixed purpose to do what was equal and just to able and faithful men associated with me in a great national work. And I submit, that when the great work of that Department is admitted to have been done efficiently, and with unparalleled economy, it is hardly fair, much less generous, to carp at two or three small items in respect to the principal helpers in the work,—less in amount than the cost to the Country of the time spent in disputing about them.

Objections to the Journal of Education Answered.—Complimentary References to it. But it has been objected to the *Journal of Education* itself, that as a periodical it is uninteresting, unworthy of support, etcetera. I dare say that this may be true in regard to these who never read it, or any thing else worth reading. The honourable member for South Norfolk, resident of the township of Charlotteville, and formerly Master of the Vittoria Post-Office, (within a mile and a half of my own birth-place), is reported to have said that parties refused to take from his post-office copies of the *Journal of Education* addressed to them. I doubt not the truth of this statement, which *The Globe* adduces as certain proof, that the *Journal of Education* is not worth taking out of a post-office. I dare say the same parties take no journal whatever, and that if the *Canadian Farmer* or *Daily Globe* were addressed to them, they would not take either out of the post-office,—a proof, according to *The Globe*, that neither is worth taking out of the post-office! Now, there happens to be an English gentleman Farmer resident near the same post-office,—a man of education and refinement,—Mr. James H. Covernton, who has been School Superintendent of the same Township for several years. In one of his reports, incidentally alluding to the *Journal of Education*, Mr. Covernton says:—"I venture to suggest that much good might result, if the attention of parents and trustees were called to this matter [teaching needle-work to Girls in Schools taught by female Teachers] through the columns of the *Journal of Education*—which paper, by the by, is very generally received, read, and appreciated, the few instances to the contrary being, I fear, occasions where a degree of supineness prevails, which would not be remedied by the stated transmission of the *Journal* through me, instead of through the accustomed source"—the post-office.

In the Appendix to my Annual School Reports will be found numerous incidental references to the *Journal of Education* in the extracts from the reports of Local Superintendents. I have some twenty of them before me from different Municipalities, and from as many different individuals (Local Superintendents) who have had the best means of information. I will give a few specimens out of the many:—1. "The *Journal of Education* is a welcome visitor." 2. "The *Journal of Education* is a welcome visitor wherever it goes." 3. "The *Journal of Education* is regularly received in all the School Sections, and is highly appreciated." 4. "The *Journal of Education* is thankfully received, and its valuable information very much appreciated." 5. "The *Journal of Education* is regularly received in this Township, and is of great service in the cause of education throughout the Province." 6. "It has been read by all, and with much pleasure and profit, and is a great means of diffusing interesting knowledge amongst the people. In fact, I look upon it as one of the best papers published." 7. "The *Journal of Education* is welcome, and is a leaven of good wherever it goes."

I will not multiply such testimonial statements; but will remark that the *Journal of Education* has never been intended, or permitted, to be the vehicle of personal, or

even School Law controversy of any kind, in regard either to myself, or others, but to be the repository, as far as possible, of the best passages from the best educational Addresses of public men, and educational Articles in reviews of Books of both England and America, an adviser in matters of school instruction and education, and a record of facts most interesting and suggestive in regard to the educational progress of the age. To provide and arrange such material requires vastly more labour, judgment and research, than to fill the pages of the *Journal* with long and readless Essays, and endless and pointless speeches and discussions. From the following list of standing headings, or departments, in the *Journal of Education* from month to month it will be seen what is the range, scope, and character of the articles inserted in each number of the *Journal*: 1. *Papers on Education in Ontario.* 2. *Papers on Education in other Countries.* 3. *Papers on Practical Education.* 4. *Papers on Classical Education.* (occasional). 5. *Papers on Geographical, (or scientific,) Subjects.* 6. *Papers on Teachers, (or Teaching).* 7. *Monthly Report on Meteorology in Ontario.* 8. *Biographical Sketches.* 9. *Papers on Historical, (or Colonial), Subjects.* 10. *Miscellaneous Friday Readings.* 11. *Educational Intelligence.* 12. *Departmental Notices etcetera.*

Inter-Communications in the Journal of Education. In order that nothing might be wanting of local interest, as well as of general educational intelligence in the *Journal of Education*, the following has been a standing printed notice in its columns for some years:

"As already intimated, a department is always reserved in the *Journal of Education* for Letters and Inter-communications between Local Superintendents, School Trustees and Teachers, on any subject of general interest relating to education in the Province. As no personal, or party discussions have, ever since the establishment of the *Journal*, appeared in its columns, no Letter, or Communication, partaking of either character can be admitted to its pages; but, within this salutary restriction, the utmost freedom is allowed. Long Letters are not desirable; but terse and pointed Communications of moderate length on school management, discipline, progress, teaching, or other subject of general interest, are always acceptable, and may be made highly useful in promoting the great object for which this *Journal* was established."

Alternative.—But if after all this, 5,000 copies of the *Journal of Education*, printed, folded, enveloped, addressed and sent to all the School Corporations, and other School Officers of the Country, are not worth $1,800, that is, 36 cents per volume, let the publication of it be discontinued.

The Honourable Henry Barnard's Opinion of the Journal of Education. I will conclude by adducing the opinion of a foreigner who has read the *Journal of Education* from the beginning—of the acknowledged Nestor of American Educationists—the Honourable Henry Barnard, LL.D., who has written and published several large volumes on the Normal School, and Educational Institutions of Europe; who has edited and published for a number of years the *American Quarterly Journal of Education*, containing as much matter as any of the English Quarterly Reviews; who has been Superintendent of Public Instruction in the State of Connecticut for many years, and by special request, organized a System of Public Instruction for one of the Western States; and who, on the creation of a National Bureau of Education at Washington two years since, was appointed to preside over it as Commissioner, in order to diffuse educational information throughout the United States, and bring the various State Systems of Education, as far as possible, into a national unity. Doctor Barnard, in a Letter addressed to my Department last year, suggests and remarks as follows:—

"Why do you not have a minute topical Index prepared to your *Journal of Education*, from Volume I. to XXI? It is so full of the history, the principles, the methodology, the biography, and literature generally of schools and education. Such an Index will make your sets valuable, not only to your own scholars, Teachers, and Statesmen, but to educationists everywhere. It is a monument of intelligent and practical editorship."

CHAPTER XXX.

COMPULSORY EDUCATION, AND THE REPRESSION OF JUVENILE CRIME.

In a Special Report on "Systems of Popular Education in Europe and the United States," prepared by direction of the Government in 1868, Doctor Ryerson devoted Chapter XVIII of that Report to the Laws, or Regulations, in regard to "Compulsory Education," in which he shows how universally that System has been adopted as a means of preventing the growing up of a vagrant, or vicious, class of children. As that Report will be published in this "Documentary History," the Reader is referred to it for information in regard to Compulsory Education in Europe and the United States.

The following is a summary statement of the necessity for Compulsory Education as a System, and of its advantages in producing good results:—

I. The Necessity for Compulsory Education, and its Advantages.

At the recent sitting of the Western Social Science Association, at Chicago, a Paper was read on Compulsory Education by Mr. Ford, of Michigan. His arguments in favour of compulsory education were stated as follows:—

1. The parental rights are not proprietary rights, but rights of guardianship.

2. The State, by enjoining obligations on its citizens assumes the corresponding duty to see to it, that through proper education, they are enabled to perform the same.

3. The State has the right of prevention as well as of punishment, or, in the terse phrase of Macaulay, "He who has a right to hang, has a right to instruct."

4. If any citizen may demand of the Government, the provision of all the requisite facilities for a liberal education, may not the Government with equal propriety, demand of every citizen that he shall avail himself of these facilities.

5. The State has the right of self-preservation and of perpetuity. Education is necessary to liberty, and hence may be compelled.

6. The aim of society is the protection of individual rights. The child, equally with the adult, has a right to this protection. Education is as necessary to the child as food.

7. Education is an indispensible qualification for citizenhsip in an educated community. The State has therefore the right to insist on this qualification.

Wherever education is not made compulsory, the proportion of non-attending children is lamentably large.

In Maine, in 1864, 44 per cent. of the whole number of children between 4 and 20 did not attend school.

In Vermont, in 1865-6 it was 50 per cent.

In New Hampshire, in 1862, it was 68 per cent.

In Connecticut, in 1862, it was 47 per cent.

In Rhode Island, in 1863, it was 41 per cent.

In Pennsylvania, in 1863, it was 66 per cent.

In New York, in 1866, it was 67 3-10; West Virginia, in 1865, it was 75 per cent.; Kentucky, 51; North Carolina, 55; Georgia, 26. In Louisiana but 3 per cent. of the youth of the State attend the public schools.

In Illinois, to the credit of our State be it told, but 18 per cent. of our population neglect attendance.

In Sparta, children were under compulsory education from the age of 7. In Persia, in Scotland, in the reign of James I., and in France in the 16th century, the same. The French Republic, and Frederick the Great insisted on compulsory education. In the States of Germany, Portugal, Switzerland, Holland and many other European countries, education is obligatory. In Massachusetts, the law is in operation and works admirably. In Boston only 13 per cent. of the children are uneducated.

I. PETITION OF PROMINENT CITIZENS OF TORONTO TO THE LEGISLATURE ON THE PREVENTION OF A VAGRANT CLASS OF CHILDREN GROWING AMONGST US BY COMPULSORY EDUCATION OR OTHERWISE.

On the 13th of February, 1868, the following Petition was presented to the House of Assembly:—

That all the rateable property of this City is compelled by law to contribute to the support of Common Schools for the education of the children of Ratepayers.

That the estimated value of the School Buildings and Grounds belonging to the School Trustees, (exclusive of Fittings), was in 1866, over Eighty-four thousand dollars, and the Schools are supported by an annual Assessment of about Twenty-five thousand dollars and a Legislative Grant of over Three thousand dollars.

That the Schools are open to all free of charge.

That your Petitioners believe that the Toronto Schools are very well conducted, and in every way competent to educate their Pupils.

That it has been ascertained by authority that over 1,600 children in their School, age, neither attend school, nor are taught at home, besides nearly 800 in the School lists, attending less than twenty days in the year, and about 120 children, under sixteen years of age, are annually committed to Toronto gaol.

That your Petitioners most readily accept the burden imposed on them by law, of providing Schools for general education, and are fully impressed with a sense of the ample return, which, as citizens, they would receive from their outlay, if the blessings of education could be insured to all that need their influence.

That your Petitioners have learned, by many years experience, that the class of children, most preemptorily required to be taught, cannot possibly be induced to accept the offered blessing.

That your Petitioners adopt the language of the Local Superintendent's Report for 1866, printed by the School Trustees in their Annual Report:—

"Of our City it may also and especially be said—'Here is education provided, yet it is by no means universally received, because of the indifference and inertness of Parents; our Legislation provides for the Building, furnishing and maintenance of School Houses,—for the employment and payment of competent Teachers,—in a word, for all the machinery for useful education; but much of the material to be educated is withheld, through parental indifference, or parental cupidity, or it may be, in some few instances, by parental poverty, and the obvious and painful consequence is, that juvenile idleness, vice and crime, abound; and numbers of children, who should be in the School House, are in the Streets, or prowling about the lanes and yards of the City, or on the watch for mischief and plunder, objects of mingled pity and dread to the citizens,—thorns in the flesh of the Police Magistrate—rising candidates for the Jail, Reformatory and Penitentiary, and a reproach to our vaunted civilization and professed Christianity.'"

Your Petitioners respectfully suggest that the legal obligation cast on them to provide education should, in fairness, be accompanied by an obligation to accept education on the part of the class of children in whose civilization society at large is chiefly, if not wholly, interested.

Your Petitioners pray that Your Honourable House will be pleased to inquire into the working of the Common School System in the Cities and Towns of Ontario, with a view to increasing its powers of usefulness and extending, so far as may be found practicable, its advantages to that class of children which, under the present law, it has

been found impossible to reach, and from which the community has the strongest reason to apprehend danger to its peace and well-being.

Wm. H. Draper (Chief Justice), P. M. Vanhoughnet, (Chancellor), Wm. B. Richards, (Chief Justice, C. P.), John H. Hagarty, Adam Wilson, and John Wilson, (Justices), O. Mowat and John G. Spragge, (Vice-Chancellors), Fred. W. Jarvis, (Sheriff), John W. Gwynne, Q.C., (Rev.) E. Baldwin, Wm. McMaster, (Senator), John Macdonald, (ex M.P.P.), Honourable Robert Spence, David Buchan, Reverend Alex. Topp, Robert A. Harrison, Q.C., Adam Crooks, Q.C., S. H. Blake, John Roaf, Q.C., Thomas Moss, John Boyd, S. H. Strong, Q.C., John Hector, Q.C., Reverend Alexander Sanson, James E. Smith, Mayor, Alderman S. B. Harman, Alderman John J. Vickers, Alderman Thomas Smith, Alderman G. D'Arcy Boulton, Alderman N. Dickey, Alderman Thomas Thompson, Alderman Wm. Strachan, Alderman G. W. Beard, Alderman John Boyd, Alderman Alexander Henderson, Alderman F. H. Metcalf, Honourable John Hillyard Cameron, Q.C., T. Henning, Jos. A. Donavan, Charles Robertson, Lawrence Heyden, Reverend F. H. Marling, C. Robinson, Q.C., L. Heyden, Junior.

II. Juvenile Crime—Charge of the Judge at the Assizes, and Reply of the Grand Jury, 1868.

But while resolute in enforcing the criminal code, it behoves us also in the interest of humanity, to cast our eyes around and see what are the germs from which this rank crop of crime proceeds. Against those who come from distant places to ply among us their criminal vocation we can protect ourselves only by our vigilance in detections, and by inflicting upon the offenders, when convicted, the utmost penalties of the law; but against a band of youths born and growing up in our midst, hardened in vice, other means are necessary, and we may well enquire whether the Law itself is not defective, and whether we ourselves are not to blame, in not providing adequate measures for nipping crime in the bud, and for the prevention of its growth.

While we may feel proud of the progress we have made in providing a Common School Education for our youth, and of the large sum which we annually devote to that purpose, we cannot but feel that there is a radical defect in that System which permits so many children of both sexes to wander as beggars and vagrants through our streets, despatched upon their daily errand of crime, to bring home to worthless Parents, to be dissipated in drunkenness, what they may lay their little pilfering hands upon, or what they may extract from the charity of the simple, by ready tales of orphanage, or of some imaginary calamity suddenly fallen on their Parents, instruction in which fictions of misery is all that they receive at home, impressed upon their memories by cruel tortures and privation lest they, poor children, should forget their lessons.

To rescue this class from the evil influence of wicked Parents, is an object well worthy the ambition and utmost energy of the humane, and contributing, as every industrious citizen largely does, from the fruits of his industry, towards the Educational Fund, he would seem to have a right to demand that the Law which compels him to contribute towards the education of the children of others, should, at the same time, compel all to accept the benefits of education thus provided. The interests of the public and of humanity alike justify such an interposition of the Law, which some seem to shrink from, as, in their judgment, an unwarrantable interference with the parental authority.

In such cases as those to which we allude, the parental authority is the greatest evil to which these poor children are exposed; and the evil has grown to so great a magnitude as to make it a Christian duty in those who frame our laws to interpose for its removal.

The following is an extract from the Presentment of the Grand Jury in reply to the Charge of the Judges:—

The Grand Jury desire to refer to those portions of the Judge's Charge which relate to the efforts that might be put forth for the education of indigent vagabond youth, and the repression of juvenile crime. They are aware that the question of compulsory education, mentioned by the Judge, is one on which a great deal may be said for and against, but they are glad to find that public attention is being drawn to it, and that from the Bench and from the Professor's Chair and other Persons of eminence, utterances are given which show that the subject is attracting that degree of attention which its importance demands.

They are aware that strictly compulsory education would be obnoxious to a great number of the best people in this Province; but they think a modification of the system might be devised that would be very beneficial to the community. At any rate, it would be well to give the project a trial, and see how it would work. In some instances a compulsory system might be found to press hardly on children or Parents. A discretionary power might, therefore, be vested in the hands of proper Authorities to exempt from attendance those children whom they deemed fit to so treat.

One mode of dealing with poor, or uncared for, children, would be to place them in Institutions similar to the Boys' and Girls' Homes; but this, of course, would involve the consideration of many subjects, spiritual as well as temporal, which would render the method difficult of arrangement and adoption; but they think some plan might be arranged by which,—in addition to imparting an education to the neglected and unfortunate little ones,—there might also be given to them one or more meals a day, and perhaps out of this undertaking a plan would develop itself, by which the problem of juvenile education and maintenance would be satisfactorily solved.

They think that the establishment of Industrial Schools and Farms and Workshops, for the benefit of especially the indigent juvenile population, would be a great benefit to the Province at large, and they believe that those Institutions, properly conducted, might be made self-sustaining. Here the Boys might be trained to Agriculture and other occupations which would result in benefit to themselves as well as to the whole community. And the Girls might be fitted to become efficient domestic Servants, the scarcity of which is a subject of continued complaint from Ladies who have the management of households. At present there is a great demand among Farmers for persons able and willing to work, of both sexes, and a great number of men and women could easily find employment at good wages in various sections of the Country. Emigrants recently arrived in the Province soon obtain engagements, although it takes them some time to become acquainted with the ways and requirements of the land of their adoption.

Of course, youth trained up in our midst would have many advantages over the newly-arrived emigrants, and, in general, be better adapted to the labour market. The Grand Jury believe that there would be little difficulty in apprenticing to Farmers and others, Boys and Girls, who had been a few years in those industrial training establishments. There is no doubt that, for years to come, there will be ample room in Canada for the labourer and the Mechanic, as the resources of the Country are great, and need only the application of labour to have them developed.

It would be well for the community to utilize the material for labour they have amongst them, and train up the young people to habits of industry and morality, especially when by so doing they would not only benefit the recipients of their bounty, but would also prevent the commission of crime which is so costly to the Province, as well as so disgraceful and disastrous.

III. CHURCH OF ENGLAND SYNOD, DIOCESE OF TORONTO, ON THE SUBJECT OF VAGRANT CHILDREN, 1868.

Doctor Bovell moved "that this Synod do resolve itself into a Committee at an early day, to take into consideration the lamentable condition of the young vagrant population of the Province of Ontario, and more especially of our own Diocese, with a view to

memorialize the Government to establish a system of Boarding Schools in the larger Cities first, in order that, by compulsory moral and intellectual training, these unfortunate and neglected children may be rescued from a criminal course of life, and saved to the State and to their Lord as Christian children." He stated that it was a hopeless task, by a mere system of Day Schools, to attend properly to the moral, spiritual and intellectual wants of these children; and this idea was sanctioned by the Government, who were now carrying away the worst of these children and locking them up in a sort of Penitentiary. Under the present system, no action was taken until the children were criminals. Then, only, the Province took care of them. The plan he would recommend would be to take the children under the training and care of good Christian people, and thus prevent these children, as far as possible, from being criminals. If our Common Schools could be so extended that the proposed Schools could be made part and parcel of them, it would be a good plan, for the unfortunate outcasts alluding to would be placed in Boarding Schools within reach of the larger Cities and Towns. They would then get a good education and be furnished with the means of escape from a criminal life. He did not ask that these Schools be placed under the charge of the Church of England. But what he desired to impress on the Synod was, that, as against the system of ordinary Day Schools, these Boarding Schools were far preferable. In the event of being forced to attend the ordinary Schools, these children would go back again in the evening to their haunts of vice; and the only effect of their education might be to make them intellectual devils. He hoped the Committees would be appointed, and that some steps would be taken by which one Boarding School, or more, would be established. The Committee ought to be authorized to confer with the School Authorities, or the Government of Ontario, in order to carry out some such measure of relief for these poor children. Mr. R. B. Dennison seconded the motion. Mr. J. G. Hodgins said that any application to the Government, such as proposed would be met by a reference of the Committee to the School Law which gave power to the City to establish "any kind or description of Schools." If the matter were pressed on the City Trustees, they might be induced to try it as a matter of experiment in connection with the City Schools. He thought the reference to the Committee should be more general, and would thus meet the hearty support of the Synod. He gave a number of interesting facts coming under his own notice in connection with Sunday services in the Jail, in which he had been engaged, showing the importance of steps being taken to rescue the vagrants of our large Cities from the temptations to which they are exposed. Doctor Bovell's Resolution was subsequently amended to read as follows:—"That this Synod do resolve itself into a Committee at an early day, to take into consideration the lamentable condition of the young vagrant population of the Province of Ontario, and more especially of our own Diocese, with a view to their moral and intellectual improvement." The Resolution, as amended, was carried.

IV. Doctor Daniel Wilson on the best way of Dealing with the Street Arabs.

"In Edinburgh, where so much has been accomplished by the Reverend Doctor Guthrie and others, through the agency of 'Industrial,' or 'Ragged,' Schools, etcetera, one of the first effective steps was the substitution of summary corporal punishment for imprisonment, in the case of young offenders. . . . The result of the experience at Edinburgh was so satisfactory that a clause was introduced into a subsequent Act of Parliament, empowering the Police Magistrate to substitute summary corporal punishment for imprisonment for all Offenders under, if I mistake not, of fifteen years of age; and the police tawse has even served as an excellent reformatory.

Still, this or any other substitutes for the Jail, leaves the other and more important Institution, the School, untouched. We have been talking about compulsory education, or some other means of dealing with our street vagrants, so long that meanwhile a whole generation has grown up beyond the reach of any plan we can devise. The "Street

Arabs" belong to our Cities, and, in Ontario, mainly to Toronto and Hamilton; and here something practical ought to be done without further delay. Mere compulsion, enforcing attendance on our Free Schools, will not meet the case of the hungry, ragged children of poor and often vicious Parents. The best of children do not go to school of their own accord, and those of the poor and needy are not likely to be sent, when their services can be turned to account, to hawk, to beg, and perchance to steal. May I be allowed to suggest, such a modification of the industrial School System of the Mother Country as seems to me calculated in some degree to meet our own wants, and adapt itself to the system of Free Schools already in operation.

I propose a combination of the Voluntary and the Provincial System. 1. Let the City School Trustee provide one School House, with the requisite staff of Teachers, in the most suitable locality, on condition that a Committee of the citizens shall undertake, from voluntary resources, to provide, say two good meals daily, to the children attending the School, and to clothe such as shall be found especially in need of this, owing to the destitution of their Parents.

It would be necessary to arrange the hours of such a School, so as not to interfere with any honest industrial pursuits within reach of the pupils, such as newspaper delivering, office cleaning, etcetera, while profitable employment, or useful training in some mechanical art, might be found within the School, so as to keep from idleness and mischief those for whom no out door work was found. But all such extra oversight and employment would be the proper work of the Voluntary Committee. Without proposing at present, any compulsory feature in the system, it would be indispensable to adopt as part of the plan, the appointment of a "Boys' Beadle," "Truant Officer," or other fitly named Official, whose duty it should be to look after all Boys found idling on the streets during School hours. Statistics of the daily attendance, as compared with the numbers at present on the Rolls of the City Schools, will show how greatly some such oversight is needed, even for the ordinary class of Free School Pupils. The Officer's duty would be to find what School, if any, they attended. To report to Teachers, or Parents, and, in the case of poor and vagrant children, to employ persuasion and tempt them to take advantage of the special privileges of the Industrial School. But hungry, ragged children require to be fed on Sundays as well as week days. Here, therefore, the religious element would find its fitting opportunity, and one of the most interesting of our City Sunday Schools would grow up the natural appendage of the proposed plan. As this branch would pertain wholly to the voluntary department, except in so far as it made use of the School Building, it would not interfere with the purely secular character of our Provincial Common School System.

IV. The Reverend Doctor Alexander Topp on Vagrant Children, or Street Arabs.

One of the most important subjects affecting the social and moral well-being of our Country, is the condition of the neglected, unfortunate young Boys and Girls, in our large Cities. Many of them are growing up in ignorance, familiar with vice in its degrading forms, trained to crime, and gradually, year by year, filling our Gaols and Reformatories and Penetentiaries. Independently, therefore, of other lamentable results, there is a vast expenditure for the purpose of checking and curing (alas! often in vain,) that which every legitimate means at our disposal should be employed, with the blessing of God, to prevent at first. "Prevention is even better than Cure."

Whilst I advocate compulsory education, and am glad to find that both here and elsewhere the conviction in its favour is rapidly gaining ground among those who are best qualified for forming a sound and enlightened judgment: yet different opinions may be held as to the most advisable mode of carrying it out. But, if the end is accomplished,—if the neglected youth of our Cities are put in possession of the benefits of education, and are placed under a healthy moral and spiritual influence,—if these means are adopted to check in any measure the growth and perpetuation of vice, and its neces-

sary attendant, misery, no true friends of the cause will quarrel about the method. But let something be done, as an approximation to supply that which is manifestly wanting in the excellent Common School system of the Province, videlicet, a pressure either greater, or less, upon all who stand in need of it, to avail themselves of the education which the Legislature deems it of the greatest importance, and justly so, to provide for the community in general. People don't talk of the "liberty of the subject" being invaded when a material nuisance is to be dealt with. The offending party must remove it. And why should the "liberty of the subject" be spoken of when far higher interests are at stake! Just as a man is bound to protect himself, against whatever will injure his general health, or spiritual well-being, so is society bound to protect itself against whatever would be injurious to its general welfare, either materially, or otherwise.

This is a principle which will stand against all reasoning to the contrary. But, as I have said, as to the particular mode in which it should be carried out in the present case, there may be differences of opinion. Let some plan be adopted, let something be done to break in upon the clamant evil in the meantime, and experience will teach in the future.

Whilst, however, a portion of the Common School Rate should be applied for the purpose, of educating the young alluded to, and not much would be required. I thoroughly agree with Doctor Wilson in holding that there must at the same time be provided by voluntary effort the means of feeding and clothing them, and otherwise to a certain extent attending to their wants. I believe there is sufficient benevolence in the City to do this heartily. If there is the will, the means will be forthcoming.

The details as to the practical arrangements would be matters for the consideration of any Committee to be appointed. The Ladies of Management in the Boys' and Girls' Homes are doing a great and good work. But these Institutions do not meet the evils with which we are called to grapple. Let the matter be taken up in earnestness and in faith, and there is no fear of the result. It is a God-like work to raise up the degraded and fallen, to care for those who have none to care for them. Christ came to seek and to save the lost. "Let us arise and build, and the God of Heaven He will prosper us."

V. The most Reverend Archbishop Lynch on Caring for good and Industrious Boys.

In a Circular issued by Archbishop Lynch on this subject he says:—

"There are, in our rapidly improving City, many fine Boys who render good service to the community. We must receive the daily papers, and small and indispensable services, that Boys can best afford to perform. Therefore, these good Boys ought to be protected and assisted in their present position, to enable them to work up to employments, to which talent, education and good conduct may entitle them. It is agreed on all sides, that the present condition of many of them needs amelioration. Those Boys are inexperienced, many of them are poor, some of them have widowed Mothers, others are worse off, with Parents dissipated, and sometimes with Step Mothers, or Step Fathers. A great number of them, through the blessing of our Divine Redeemer, bestowed upon youth, upheld, notwithstanding all those drawbacks, the dignity of nature—'wonderfully instituted, and more wonderfully repaired.' Those youths require the kind assistance and good advice of friends to enable them to be good members of society, and inspire them with hopes to be chosen as citizens of their heavenly home. Again, what those good Boys especially want is to have board and lodging. This luxury, at present, is far above their means, and, therefore, they cannot procure it. They are ashamed to beg, they will not steal, they abhor low associations, they refuse not to work in the frost and snow of Winter, and in the great heat of Summer. . . . In fine, they yearn for a home and a Mother's care. To supply this great want of our youth, the assistance of the charitable and kind is needed. If we refuse it, the fault must be doubly expiated, even in this life, by supporting Criminals; and in the next, the consequence will be the

terrible sentence, 'I was a stranger and you took me not in; naked, and you clothed me not.' We propose to place at the service of those good Boys a comfortable Home, on such conditions as their earnings and future prospects can easily meet with the kind co-operation of the ever generous citizens of Toronto. This Home will be called the 'St. Nicholas,' and will be conducted on hotel principles. A Book of entry will always be kept; none will be admitted except the industrious, and those who strive to be good. Credit will be given to the deserving, but repayment will be expected when a Boy procures employment. No lazy, or dishonest, Boys are to be admitted; the Reformatory should be their place of abode. On entering the 'Home,' the Boys will be supplied with a clean and comfortable Bed and Bath; kind Gentlemen will see that order be observed in the Dormitories, and night Prayers said, and proper hours kept; there will also be evening School during the winter. The good Sisters of St. Joseph, of the House of Providence, will superintend the Dining Room, and see that the Dormitories are kept clean. There will also be attached a Clothing Store, where, with the assistance of kind Ladies, clothes may be had on the most reasonable terms, and credit will be given to reliable Boys, who promise to pay when they may be able. These Regulations are intended to train Boys to honor, honesty, thrift, and self-reliance. . . . We count upon the generous and hearty support of all good and charitable Christians, who have at heart the welfare of the most interesting portion of Christ's flock, for the success of our undertaking."

VI. The Reverend James Porter, City School Superintendent on Compulsory Attendance at School.

In a Lecture, entitled "A Ten Years' Retrospect," delivered in Toronto, by the Reverend James Porter, City Superintendent of Schools, he stated that he was almost weary of talking year after year of the many neglected and idle children who run at large in the streets; and said that special legislative provision is required in their behalf. To illustrate the effect of compulsory school attendance, the Lecturer referred to the condition of the Duchy of Baden, as described by the French Minister of Public Instruction, in which he said, that, chiefly owing to that system, the diminution of vice and crime had been truly astonishing. He also recommended the abridgement of School hours for the younger pupils, and observed that, as society advanced, they would be shortened for the older ones also. He referred to the beneficial effects resulting from shortening the hours of attendance in Germany, and to the arguments of Mr. Chadwick and other English Educators on the same subject.*

VII. The School Teachers' Association on Vagrant Children.

At a meeting of the School Teachers' Association, Mr. McAlister said, that our vagrant children are of two classes: those without natural guardians, and those whose Guardians lack either the power, or the will, not only to compel their attendance at school, but to take a right course in life. Many recommend attendance at the Common Schools as an effectual method of dealing with them, but suppose they could be got to attend, what guarantee have we that their attendance will accomplish the result desired; there is none in regard to such an influence, and we have no assurance that there children, who are so much neglected, though they may attend School, that they will grow upright. (As an English Writer lately remarked, to read, write and cipher is no guarantee that those who possess them may not be either knaves or fools). The Common School then is not an effectual remedy for the evil of juvenile vagrancy. Neither is Doctor Wilson's plan, that of a Voluntary School. The only effectual plan is that of compulsory attendance at an Industrial School, where the inmates may not only be educated, but trained to some useful employment, and at the same time kept secluded

* For the opinions of Mr. Chadwick and others on this subject, see page 145 of the preceding volume.

from all evil influences. The cost of this would not be great, a Pupil of the Public Schools in the City of Toronto for 1867 was $10.31, this was for daily average attendance, and including expenses of Building as well as that of Teachers, etcetera. The cost of an inmate of the House of Industry for the same year was $58.40; these two items together make up $68.71 per annum, which may be taken as a fair basis to place the cost of each Pupil in an Industrial School such as is proposed. Compare this with the actual cost of each Criminal in the City Gaol for the same year; by the Chamberlain's Report, each Criminal cost $352.22 including exactly the same items of expense as those for a Scholar, hence, one Criminal costs more than it is reckoned five Scholars would cost in such an Industrial School. Mr. McCallum stated that in the City of Hamilton almost every child was brought under educational influences. He further urged that the Arabs of our streets should be separated from their old associates. Mr. Chesnut urged similar views on this subject, as Messieurs McAlister and McCallum.

CHAPTER XXXI.

PUBLIC MEETING IN TORONTO ON COMPULSORY EDUCATION AND VAGRANT CHILDREN, 1868.

A Meeting took place at Toronto in December, 1868, for the purpose of considering what steps are best to be taken for bettering the condition of the vagrant children of the City. The Chair was taken by Archdeacon Fuller, who called the meeting to order, and a prayer was offered up. The following Report was then read by Professor Wilson. A Meeting was held on the 18th of April last, the Honourable Justice Hagerty in the Chair, when a Committee was appointed to prepare a Report of the scheme for Industrial Schools, discussed at the Meeting, and to confer with the Board of School Trustees, with a view of their co-operation in the establishment of one, or more, such Schools in the City. The Committee, accordingly, drew up a Report, which was adopted at a subsequent Meeting. In it, the following points were set forth:—1st. That the Institution of Free Common Schools, maintained by public funds, in the City of Toronto, and open to the children of every resident, implies that such Schools are specially required to meet the wants of all classes, including the poorest. 2nd. That, owing to the poverty, ignorance, or vice, of many Parents, and their indifference to the value of education, hundreds of children are growing up in total neglect of the educational advantages within their reach, and, for the most part, spending the hours they ought to be at School in vagrancy and incipient vice. 3. That, as the inevitable result of such a condition of things, there is training in our midst a large and ever increasing vagrant and criminal class, which, under any wise system of timely oversight, might be made to furnish an annual addition of one, or two, hundred industrious members to the community; instead of filling our Penitentiary and Gaols; and entailing an enormous annual expenditure, in police, judiciary, reformatories and criminal courts.

The various points referred to having been set forth in detail, along with higher philanthropic and Christian motives, constraining us to some adequate effort on behalf of an unfortunate class of neglected children; many of whom are absolutely trained and coerced into vice by dissipated and criminal Parents, before they can form a clear sense of the difference between good and evil; the following plan was adopted by the Meeting, and remitted back to the Committee for further action:—

This Committee desire to suggest the adoption of a joint scheme, in which the City School Trustees shall undertake to provide one, or more, School Houses, with a requisite staff of Teachers, and with the needful attendance, Furniture, Fuel, etcetera, as in other Common Schools under their charge; on condition that this Committee shall undertake, from voluntary sources, to pay a suitable Matron, and such other additional

Assistants as may be found requisite; to provide at least two meals daily for the children in attendance; to obtain decent clothing for such as are in so ragged a condition as to be unfit to attend school; and otherwise to carry out such measures as shall prove best calculated to develop industrious and virtuous habits in the children, and to find permanent employment for them,—if possible in the Country beyond the reach of City temptation,—on their attaining a suitable age. This plan was forwarded to the Board of School Trustees, along with details of the anticipated expenditure, which the Committee was prepared to guarantee; estimated, in the first instance, for one hundred children at $2,535.00; and with a statement of the motives for such procedure, and the general idea on which it was believed it could be successfully carried out. In transmitting a copy of the Report of the Committee, including the above scheme for the establishment of an Industrial School, the Chairman wrote to the Secretary of the Board of School Trustees, intimating that the Honourable Justice Hagerty, the Reverend A. Topp, Mr. Robert Wilkes, and Professor Wilson, had been named as a Deputation to meet them and give any explanations they might desire, in reference to the plan submitted to them. The Board of Trustees did not see fit to afford the Deputation an opportunity of conferring with them on the subject, as it objected to the scheme proposed, for it did not appear to them to be a feasible one, on grounds which it may be well to refer to here in detail: 1st. "Inasmuch as it presents too many practical difficulties likely to grow out of the voluntary system, as the means for providing food, etcetera. To this the Committee would reply, that no such difficulties have been found to impede the carrying out of the very same scheme in Edinburgh and Aberdeen,—where its working of it is known personally to two of the Deputation selected to confer with the Board—as well as in numerous other large Cities, both at Home and in the States." 2. It is objected that "A large percentage of the vagrant population of this City belong to a denomination which has its own Separate School organization. While this is partially true, it is by no means so, to the extent which can justify inaction on the part of the City School Trustees. 3. It is objected "any successful scheme for reclaiming these unfortunates of our streets, should comprise two main indispensable considerations, videlicet:—First, the entire separation, through the night as well as the day, of these juvenile vagrants, for a period shorter, or longer, according to circumstances; and secondly, the securing of the object in view by compulsory attendance." To this we would reply, that while we look forward to the adoption of some scheme of compulsion,—as already recommended in our former Report, in the form of a Truant Officer, vested with adequate powers—yet this should be only a last resort. It must not be overlooked, moreover, that the "Boys' and Girls' Homes" already furnish admirable provision for deserted outcasts, and the children of hopelessly dissipated and criminal Parents. A more liberal support to those excellent Institutions will meet every case of a child under twelve years of age, not convicted of crime,—and surely no child of such tender years ever should be committed to gaol. Above that age there are unquestionably some for whom a compulsory system of reformation is indispensable. But, besides those, there is a large number whose Parents, although idle, given to occasional drunkenness, or otherwise vicious, are yet by no means so entirely neglectful of parental obligations as to justify the forcible removal of their children from them; although their compulsory attendance at an Industrial Day School, might reasonably be enforced in the interests of all. Of the thoroughly vicious and nearly irreclaimable class, for whom entire and compulsory separation is needful, the greater number are the product of the present system. The extension of our free Common Schools, supplemented by a voluntary philanthropic agency, so as to embrace the rising generation of the same class, might be expected ere long, to arrest the evil at the fountain-head, or at feast to greatly diminish the number of this unfortunate class, which, so long as it exists, must be a blot upon our civilization and a scandal to our common Christianity. Finally, in dealing with the scheme submitted to them, the Board of School Trustees report: "The cost of all this cannot be reasonably hoped for, as a reliable source, from private subscription; nor is

it likely that the ratepayers, already taxed for school purposes, would consent to bear the additional burden." The question is, therefore, one for the Ratepayers, *i. e.*, the citizens at large; and if the School Rate, imposed for the purpose of providing free instruction to all, is found to be applied in such a way that it fails to embrace the very class most in need of its application to their intellectual and moral necessities, we would venture to hope that public opinion only requires to be fully awakened to so grevious an injustice, in order to have it rectified without delay. But we cannot close this Report without reiterating the conviction that the Common School System, and the Board of School Trustees of the City, furnish the legitimate organization for dealing with the practical evil of hundreds of children spending the time which their more fortunate companions of the same age pass in School, in vagrancy, with all its inevitable demoralizing accompaniments of mendicancy, street-gambling, petty-pilfering, and general incipient criminality. Moved by the Reverend A. Topp, that the Report now read be adopted, and that a copy of it be transmitted to the Board of School Trustees, respectfully praying them to reconsider the proposition therein contained, and to take such action as shall seem best suited to extend the benefits of the City Common Schools to the poorer class of children, now practically excluded from them. In moving the Resolution, the Reverend Mr. Topp, said that he regretted that the School Trustees had not taken the matter up, but thought that public opinion would prevail with them. Mr. R. S. Denison seconded the Resolution, and in doing so said that he felt sorry that these poor children had not benefitted by the system of free Common Schools. Doctor Bovell thought that the Schools for these children should not be mixed up with the Common Schools, and that sending the children to School merely would not be sufficient. They could be kept apart from scenes of vice at night as well as in the day time. The Resolution was then put and carried. Moved by the Reverend F. H. Marling, seconded by Honourable G. W. Allan, "that a Petition be prepared and sent to the Provincial Parliament, praying that, in the revision of the School Law, now under the consideration of the Legislature, additional powers may be given to Boards of School Trustees in Cities and incorporated Towns, empowering them to establish Industrial Schools, in which, with the co-operation of benevolent citizens, food and employment, under efficient oversight, may be provided for poor and vagrant children under fourteen years of age, and that the Reverend Archdeacon Fuller, Doctor Wilson and Mr. J. G. Hodgins, be a Committee to prepare and present such a Petition." Mr. Hodgins explained the legal difficulty in the way was, that under the School Act as it present stood, the Trustees could not establish Industrial Schools. The Resolution was carried. It was moved then by Mr. J. G. Hodgins, seconded by Doctor Bovell, that the Provincial Parliament be petitioned to empower the Municipal Authorities, or the Board of School Trustees, in Cities and incorporated Towns to employ one, or more Truant Officers to restrain street vagrancy and require the attendance of all children within school age at some public, or private, School, unless prevented by satisfactory causes. Carried, and referred to the Committee named in the second Resolution. The Reverend F. H. Marling and Mr. James Leslie, here gave an interesting description of the Asylum for Boys in New York. Professor Wilson proposed to procure a House, in which vagrant children could be taken care of by a women employed for the purpose. A Resolution to that effect was then moved and carried, the following Gentlemen being appointed a committee to carry out the object,—Messieurs J. G. Hodgins, R. Wilkes, Robert Baldwin, James Leslie and Doctor Wilson, with power to add to their number.—*Globe Report.*

CHAPTER XXXII.

INDUSTRIAL DAY SCHOOL FOR VAGRANT CHILDREN.

Among the Plans suggested at the Public Meeting held at Toronto in December, 1868, in regard to Vagrant Children, was that of establishing an "Industrial Day School" by the City Board of School Trustees. This suggestion had been taken up and discussed at a Public Meeting at Toronto in the preceding April.

At that Meeting, Judge Hagarty, in taking the Chair, adverted to the previous efforts made to embrace the large class proposed to be dealt with within our Educational System, and the necessity that existed to attain the end as speedily as possible. He showed the need of action, both as tending to increase the intelligence of the community as a whole, and also for the prevention of crime. The fact of so many youthful criminals being yearly brought before the Courts was a matter for their serious consideration, and any mode that could be suggested to prevent those now being educated in vice from continuing a career of crime was worthy of their serious consideration.

Doctor Daniel Wilson referred to the scheme of Industrial Schools as practically the same as that of Doctor Guthrie's Edinburgh Ragged Schools, and there it was found that the good influence exercised over the Boys during school hours had produced beneficial effects at their Homes. He explained his mode of carrying out the system by stating that the Board of School Trustees might provide the School House and Teachers, a supplementary Committee of citizens to furnish the clothing and victuals, and superintend the management of the Institution. By this means a very large number of children of both sexes could be dealt with and improved. A Truant Officer, whose duties might be with advantage extended to securing the attendance of all under a certain age, should also be appointed to bring the children to School. The details, as submitted by Doctor Wilson, elicited discussion among those present, the Reverend Doctor Willis, the Reverend Messieurs Porter, Topp, and King, the Honourable John McMurrich, and others, taking part. The discussion was principally suggestive. All conceded the immediate necessity of dealing with the question, and the differences of opinion were merely on details. Suggestions to teach the Boys Trades in connection with the day's studies, to make the attendance compulsory by Statute, and other matters, were discussed in an informal manner, the whole ultimately ending in the following Resolution, which was carried:—

Moved by the Reverend A. Topp, seconded by the Reverend E. Baldwin, "That the Honourable Judge Hagarty, with the Reverend Messieurs E. Baldwin, A. Topp, Doctor A. Green, Marling, Givins, Reid, and Doctor Wilson, Doctor Canning, Messieurs John McDonald, George Hague, J. K. McDonald, T. Hodgins, G. T. Kingston, Lesslie, J. McMurrich, W. D. McMurrich and A. Wilkes, with power to add to their number, be a provisional Committee to confer with the Board of School Trustees in regard to the establishment of an Industrial School in this City, and take such other steps as may be necessary to institute the same, with power to call a meeting when deemed advisable to regularly organize an Association for the proper making out of the scheme. The Honourable Judge Hagarty to be Chairman.—*Globe Report.*

This Committee having met in June to consider the matter, reported as follows:—

1st. That the institution of Free Common Schools in the City of Toronto, open to children of all citizens, involves a clear recognition of the principle that they are specially designed to meet the case of the poorest classes. Experience, however, shows that in this, as in other large Cities, there are many Parents who, from extreme poverty, ignorance, or vice, are wholly indifferent to the value of education for their children,

and some special organization is required for securing their attendance at School, and their obtaining the benefit of such training as will fit them to become industrious members of the community, instead of passing from a condition of vagrancy and incipient vice into the ranks of the depraved and criminal class which furnishes the costly occupants of our Reformatories and Gaols.

2nd. After taking into consideration the numbers in attendance at Public and Private Educational Institutions in Toronto, other than the Common Schools; and making due allowance for the fact that many Boys and Girls are sent from other Towns and from the Country to attend those Institutions, it still appears that there are upwards of sixteen hundred children of school age neither attending nor receiving any teaching at home. From this large number some deduction must no doubt be made, to allow for reasonable, or unavoidable, detention from School; but, if it is assumed that only the half,—or upwards of eight hundred children,—are grown up in our midst in ignorance and neglect, the necessity for some adequate means of overtaking their wants is sufficiently obvious. To this we must look as one chief source of the condition of things revealed by the statistics of the City Gaol, which show an annual average of one hundred and twenty youths of both sexes, under the age of sixteen, convicted of crime and subjected to the ruinous influences of associating with hardened Criminals of mature age.

3rd. The existence of such a condition of things in a civilized and Christian community manifestly demands some adequate efforts for its correction, not only on the grounds of generous philanthropy, but even on mere economical consideration. The mere annual addition of one or two hundred industrious members to our community would, in itself, be a great gain. But not only does the community as a whole suffer the loss of the industrial exertion of this vagrant and criminal class, but it entails an enormous annual expenditure on Criminal Courts, Gaols, and Police, and other punitive or protective machinery, rendered needful for the protection of the community from their depredations and violence; so that the reclaiming of any portion of this ignorant and vicious class is more than equivalent to an addition of double the number of industrious immigrants.

4th. If, therefore, we are constrained by no higher motives, the mere instinct of self defence should prompt us to root out, if possible, an evil of such magnitude; and which, if neglected, cannot fail to attain to still more dangerous proportions. But it cannot be overlooked that the child of vicious, dissipated, or criminal, Parents, allowed to grow up from infancy without healthful moral restraints, and with no elevating or virtuous motives presented to its mind; but, on the contrary, too frequently encouraged, if not even coerced, into acts of dishonesty; accustomed to systematic lying, swearing, and Sabbath-breaking, almost without a sense of the vileness of such habits, or the difference between good and evil,—is a just object of compassion; and that a grave responsibility must rest on those who abandon them to almost inevitable ruin.

5th. Recognizing it as a public duty that some adequate means should be provided for diminishing, and, if possible, eradicating the class of juvenile vagrants from our midst, this Committee beg leave to suggest the adoption of a joint scheme in which the City School Trustees shall undertake to provide one or more School-houses, with a requisite staff of Teachers, and with the needful attendance, furniture, fuel, etcetera, as in the other Common Schools under their charge; on condition that this Committee shall undertake, from voluntary resources, to pay a suitable Matron and such other additional Assistants as may be found requisite to provide at least two meals daily for the children in attendance, to obtain decent clothing for such as are in so ragged a condition as to be unfit to attend School; and otherwise to carry out such measures as shall prove best calculated to develop industrious and virtuous habits in the children, and to find permanent employment for them,—if possible in the Country, beyond the reach of City temptations,—on their attaining a suitable age. In undertaking such responsibilities, this Committee will have to rely on the liberality of the citizens; but they con-

fidently believe that their appeal on behalf of so good a cause will not fail to meet with an adequate response.

6th. In the selection of Teachers for such a School, more than usual care will be requisite, as much of the success of the scheme will depend on the moral influence exercised by them on a class of Pupils over whom, in the great majority of cases, all home influences will be found adverse to those which the School is specially to bring into operation. But, should the Board of School Trustees be prepared to co-operate in the proposed scheme, they will, no doubt, act in harmony with the Committee in the choice of suitable Teachers.

7th. In estimating the probable cost of that part of the scheme for the establishment of Industrial Schools which must be provided from voluntary resources, it may be assumed that it will be advisable to secure the services of one or more of the Teachers beyond the regular School hours, paid for out of the Common School Funds. For this remuneration must be made,—say one male Teacher at $75, and one female Teacher at $50. But this will depend on the number of children under their care.

A suitable Matron will be required, whose duties will embrace the cooking and superintending the industrial employment of the Girls beyond school hours, at a salary of $200, or, including board, $250.

The cost of two meals per day for, say one hundred children:—

Breakfast of Porridge and Milk	$235 00
Breakfast of Bread, Tea, Sugar, and Meat	265 00
Dinner of Soup, Soup-meat, and Bread, or Potatoes	352 00

Or for both Meals, $6.25; or at the rate of 6¼ cents per day.

The necessary utensils would cost about $40.

8th. The services of the Girls may be usefully brought into requisition in assisting in the cooking, and the arrangements of the Table, so as to form a good preparatory training for Domestic Service. In addition to this, sewing and other suitable female industry will fitly occupy such time as is not otherwise engaged. But, for the proper organization of this department, it will be indispensable to invite the co-operation of a Committee of Ladies, to undertake the oversight of the Girls' School, and lend their valuable advice and assistance in the training of the Boys. The radical source of juvenile depravity is the want of healthful home influences. To many of the vagrant children, which this movement aims at reclaiming, the idea of parental authority, or domestic restraint, is associated with drunkenness, brutal violence, or profanity. Fear has been developed in the place of the natural affections of childhood; and the most potent element of their reclamation is to be looked for in such kindly influences as are calculated to awaken the dormant affections natural to youth. To accomplish this great end the services of benevolent Christian Ladies, such as have already been rendered with such signal success in conducting the Boys' and Girls' Homes, must be secured. But these, there can be no doubt, will be promptly forthcoming so soon as plans are sufficiently matured for action.

9th. The services of the Boys may be to some extent profitably employed, as they are at present, in Newspaper Delivery and other similar occupants, carried on under such oversight as shall protect them from injurious influences. But to admit of this, the arrangements as to meals and School hours will have to be exceptional. The experience of the Managers of the Boys' Home, however, has established the fact that Boys of eleven, or twelve, years of age can readily be provided with comfortable homes on Country Farms to a far greater extent than they have yet been able to meet the demand; and one of the most important duties devolving on the Committee will be to provide situations of this kind, and to exercise an oversight over the children thus committed to the care of strangers. The transfer of the juvenile vagrant class of our City to industrial occupations on Farms, or with the Village Carpenter, Smith, or other Artizan; if successfully carried out, will be equivalent to an effective system of emigration,

in addition to the reduction it may be expected to effect on the criminal class in our midst.

10th. It will also be advisable, in the opinion of the Committee, to furnish meals to the children on Sundays as well as week days, and to organize a Sunday School, in which the Religious Instruction of the children shall be efficiently aimed at. Owing to the Separate School System already in full operation, and the appeal now proposed to be made to the School Trustees, being directed solely to the public Board of the City, it may be anticipated that no difficulty will arise from any claim of the neglected vagrants now in view, as the children of Roman Catholic Parents. It is not to be overlooked, however, that many of this class of children will, probably prove to be of such parentage; should it prove to be so, if the members of that Communion are willing to co-operate, this Committee will gladly entertain any proposition calculated to secure united action in the common object of reclaiming such out-casts, and training them to be useful members of the community.

11th. The idea that compulsory attendance is a logical sequence of compulsory taxation for the free education of all classes, is one which has attracted much attention recently, appears to be growing in favour; and this Committee believe that nothing else than such legal obligation,—judiciously enforced, with large discretionary powers on the part of the Magistrate appointed to carry out the Law,—will meet the case of many of those referred to in the foregoing estimate. It appears to this Committee, however, that any premature attempt to employ it as a means of meeting the wants of the unfortunate class of children whom it is now attempted to bring under the wholesome influence of moral and intellectual culture, would accomplish little good. They are the children of Parents in poverty, in some cases from misfortune, but in many more from criminal idleness and dissipation. Their services are already enlisted in providing for their own subsistance; and the mere forcing of such children into the Common Schools would be productive of no satisfactory result. The offer of food to the hungry child may influence both him and his Parents. The benevolent efforts enlisted on his behalf, and brought by such means directly to bear on him will accomplish much; and the fact that even with such additional motives and inducements, the School is neglected,—as it no doubt will be by some,—will furnish a strong plea for imposing legal obligations on the Parents, with power to appeal to the Police Magistrate, or other civil authority, to compel the attendance of the neglected child. But it appears, meanwhile, to this Committee, that the appointment of a School Officer, whose special duty it should be to look after and report all Boys and Girls found idling on the streets during School hours, would be a valuable addition to the present system; and if such Truant Officer did his duty effectually, might greatly diminish the number of vagrants. The Committee, however, may confidently look for co-operation from the Clergy of the different Churches, the City Missionaries, the Members of the Young Men's Christian Association, and other kindred Societies to aid them in their exertions to gather in the wanderers who are now perishing in our midst for lack of knowledge.

12th. The Committee deem it right to guard against the impression that the work now contemplated conflicts in any degree with that carried on by the Managers of the Boys' and Girls' Homes. There are many children of tender years, the offspring of Criminals in our Gaols, or of Parents so hopelessly abandoned as to desert them, or otherwise subject them to privations which reduce them to the cruellest orphanage. Others are the children of Widows, compelled to obtain their bread in situations where they cannot provide a home for them, and who, in some cases, contribute out of their scanty earnings towards the maintenance of their children in those charitable Institutions. In repeated instances, vagrant Boys, practically destitute of all parental protection, have been sent by the Police Magistrate to the Boys' Home, and have there found a home; and, as the annual reports show, have been placed with Country Farmers and Traders, where they are now doing well and giving satisfaction to their Employers. But that Institution is expressly stated to be a "home for the training and maintenance

of destitute Boys, not convicted of crime." There are in Toronto many vagrant children, not so destitute as to render it desirable, or possible, to remove them from their Parents, who nevertheless are growing up in ignorance and lapsing into crime, and who would not only themselves be benefitted by the advantages of an Industrial School, but who might also be expected to carry home healthful influence, in many cases into haunts of vice and depravity. The excellent results that have already rewarded the benevolent labours of the Managers of the Boy's and Girl's Homes is a strong incentive to action in the no less important field which the Industrial Schools will occupy.

13th. Having thus set forth the grounds which appear to establish the necessity for the establishment of Industrial Schools in Toronto, and the general principles embraced in the scheme, the Committee would further state their belief that two such Schools, with the requisite departments for Boys and Girls, will be needed; one of them in the west, in the vicinity of Dummer street, and the other to the east of Yonge and south of Queen street. As, however, an Industrial School is still somewhat of the nature of an experiment here, though already carried out on a great scale with perfect success in London, Edinburgh and other Cities at Home, as well as in the neighboring States, it may suffice, at first, to hire a Building in the Eastern, as the more crowded locality, and test the scheme by its results, after a fair trial.

It is, therefore, recommended by this Committee that the scheme, as thus set forth, be submitted to the Board of School Trustees, very respectfully inviting them favourably to consider its proposals, and asking them to state if they will be prepared to accept the co-operation herein proposed, and to do their part in providing the School House and Teachers required; or, failing this, that the Board of Trustees be requested to take the whole question under their consideration, and report as to the best means of obviating the manifest failure of the Common School System to overtake the poorest and most ignorant of our City children.

The following shows the probable cost for one School, with one hundred children, over and above the ordinary expenses of a Common School:—

Matron, acting as Cook, etcetera	$250
Extra services of one Teacher	50
Two meals per day at the average estimate	2095
Clothing (second hand, and to be repaired in School), say	100
	$2495
Furnishings as	40
	$2535

It was moved by The Reverend Alexander Topp, seconded by Mr. James Leslie:

Resolved,—That the Report now read be adopted, and that a copy of it be transmitted to the Board of School Trustees, with the request that they will give it their favourable consideration, and report on it at their earliest convenience. Carried.

Reverend Doctor Green, seconded by Mr. Robinson, moved:

Resolved,—That an Industrial School be established in Toronto, on the plan submitted in the Report; and that this Meeting pledge itself to use every exertion for raising the requisite Funds, and carrying on the School successfully; provided the School Trustees shall be found prepared to undertake their portion of the work.

III. Report of the Toronto Board of School Trustees on the Proposed Industrial Schools.

The following is the Report of the Toronto Board of School Trustees on this project:—The Standing Committee on School Management, to whom was referred the Communication of Professor David Wilson, Chairman, with accompanying Report, based

upon certain Resolutions adopted at a Meeting of Gentlemen for the purpose of considering the necessity of establishing an Industrial School for the vagrant juvenile population of this City, beg to report that your Committee have given to the subject matter in question that careful attention which it merited; and, while frankly admitting the great evil brought so prominently under the notice of the Board in Professor Wilson's Communication, and while entertaining the greatest respect for the philanthropic interest manifested in this direction by the Gentlemen, through whose agency the movement has been brought before the public and this Board, your Committee are, nevertheless, of opinion that the scheme proposed by these Gentlemen does not appear a feasible one, such as this Board could entertain, inasmuch as it presents too many practical difficulties likely to grow out of the Voluntary System, as the means for providing food, etcetera, for the children, as well as other difficulties connected with the fact that a large percentage of the vagrant population of this city belong to a Denomination which has its own Separate School organization. Any successful scheme for reclaiming these "unfortunates" of our streets,—the offspring of poverty and vice,—should, in the judgment of your Committee, comprise two main indispensable considerations to be brought to bear upon this evil without regard to Denominational distinctions, namely—First, the entire separation, through the night as well as the day, of these juvenile vagrants, for a period shorter, or longer according to circumstances, from all association with the corrupt sources by which they are surrounded and, of course, influenced, as experience has fully proved that nothing short of complete isolation can, or will, meet the question—and secondly, the securing of the object in view by a compulsory attendance. In the former connection, lodging, food, clothing, etcetera, Religious and moral training, industrial as well as educational, teaching, and constant supervision must be provided. The cost of all this cannot be reasonably hoped for, as a reliable source, from private subscription; nor is it likely that the Rate-payers already taxed for Common School purposes, would consent to bear this additional burthen; and unless the Provincial Government comes forward to largely assist this movement, the reclammation of the juvenile vagrants of our Cities and Towns must continue to be a question beset with difficulties. In the latter connection, neither the City Authorities nor the School Trustees have power to enact any law providing for a compulsory attendance; and here, again, the Provincial Government is required to come forward and find the material for this purpose. Your Committee, being thus of opinion that the whole subject of reclaiming and educating the juvenile vagrant population of our Cities and Towns ought to be first considered, as well as provision made for the same by the Local Government and Legislature, before any useful action can be taken by either Municipalities, or Board of School Trustees, cannot, therefore, recommend the scheme communicated by Professor Wilson to the favourable notice of the Board for present action.

IV. Defects in our Prison System to Reform Criminals.

From a voluminous Report (published last year) by the Commissioners of the Prison Association of New York, on the "Prisons and Reformatories of the United States and Canada," the following extracts are taken which will be found to contain much excellent counsel and practical advice:—

Now, whatever differences of opinion may now exist among Penologists on other questions embraced in the general science of prison discipline, there is one point on which there may be said to be an almost if not quite perfect unanimity, videlicet: That the moral cure of criminals, adult as well as juvenile, their restoration to virtue, and "the spirit of a sound mind," is the best means of attaining the end in view—the repression and extirpation of crime; and hence that reformation is the primary object to be aimed at in the administration of penal justice. We have only, then, to ask ourselves the question first, how far any given penal system aims at the reformation of its subjects, and secondly, with what degree of wisdom and efficiency it pursues that end.

The Present Prison System Defective. There is not a Prison in the United States, or Canada, which, tried by either of these tests, would not be found wanting. They are

all, so far as adult prisoners are concerned, lacking in a supreme devotion to the right aim; all lacking in the breadth and comprehensiveness of their scope; all lacking in the aptitude and efficiency of their instruments; and all lacking in the employment of a wise and effective machinery to keep the whole in a healthy and vigorous action.

Wise Preventive System Proposed. Having given a bird's eye view of the prison systems of the United States and Canada, and having stated the opinion that they are all, to a greater or less extent, deficient in their methods, it may be proper, briefly to sketch the system, which, after the best thought that has been able to give to the subject, appears most wisely adapted to the ends of a just and true prison discipline.

As a preparatory step, we would have a law enacted by which the education of all the children of the State should be made compulsory. Every child should be compelled, within a certain period of years, to attend regularly some School either Public, or Private, or, if Parents desire a more select education for their offspring, they should be required to show that they are receiving, during the legal age, adequate instruction at home. No half-way measures, no patchwork legislation will meet the necessities of the case. Deep and broad foundations of moral and Religious, no less than of intellectual character, must be laid in our Common Schools, and the children of the land must be there, even by compulsion, if need be, to be so trained.

Institutions Necessary in a System of Preventation. This essential preliminary aid being thus secured, the first in our series of establishments, looking to the repression of crime, should be institutions of a preventive character. Here, indeed, to our view, is the real field of promise. The problem is to stay the current of crime, to turn it back upon itself, and to dry up its fountain-heads. In studying this question, the mind turns instinctively to childhood as the true field of effort for the accomplishment of the desired end.

Two classes of institutions, it appears to us, are needed, and are sufficient at this stage of the work—Public Nurseries and Industrial schools. I shall only in this connection refer to the latter.

Industrial Schools for the Young. The Industrial School, is the next link, the second agency in the preventive part of the system.

The discipline in these Industrial Schools should be strictly of the family character. All the arrangements should be such as to cultivate industrious habits, and prepare their inmates for the stations they are afterwards to fill. The Kitchen, the Wash tub, the Sewing and Knitting-room, The Work-shop, the Farm, and above all, the School-room, together with such recreations as may be suitable to their years, should occupy the time of those who find their home there; and this Home should be, though tidy and attractive, yet of the plainest character, partaking as nearly as may be of the nature of the domestic departments of families in moderate circumstances.

CHAPTER XXXIII.

THE UPPER CANADA COLLEGE CONTROVERSY OF 1868.

At a Meeting of the Grammar School Teachers Association in January, 1868, "the question of the relation of Upper Canada College to the other Grammar Schools of Ontario," was discussed at some length, after which the following Resolution was passed:

That a Committee consisting of Messieurs J. H. Hunter, J. M. Buchan and S. Woods be appointed to draw up a Report on the relationship of Upper Canada College to the Grammar Schools of Ontario, and the influence it is exerting on them."

At a Meeting of the Association in August Mr. J. Howard Hunter, Chairman of the Committee on the Upper Canada College question read an exhaustive Report, entering fully into the past history and present administration of the College.

Moved by Mr. John Seath, seconded by Mr. David Ormiston, and,—

Resolved, that the thanks of this Association are due and are hereby heartily tendered to the Committee, and particularly to the Chairman, who have taken so much pains in preparing the very elaborate Report on the Relations of Upper Canada College to the other Grammar Schools of Upper Canada.

NOTE. This Report is a very voluminous Document, extending to fifty-five printed pages. It deals so largely with matters of a somewhat personal character, that I can only give a synopsis of what is of special public interest in each of its six divisions.

The first Division of the Report relates to "The Grammar School (Land) Reserves," and is devoted to an historical review of the earliest proceedings of the Legislature and Government of Upper Canada in dealing with the original Imperial Grant of half a million acres of Crown Lands made by the King in 1797, in response to a Memorial from the Legislature "for the "establishment and support of a respectable Grammar School in each Dis- "trict, and also for a College, or University, for the instruction of the Youth "in the different Branches of liberal Knowledge."

The response to the Memorial was much more liberal in its terms than were those of the Memorial to which it was a reply. The Despatch of the Colonial Minister stated that the Royal Grant of Lands was made:—

"*First*: [for] the establishment of Free Grammar Schools". . . .

"*Secondly*," [for the establishment], "in due course of time of other "Seminaries of a large, and more comprehensive nature for the promotion of "Religious and moral learning, and the study of the Arts and Sciences."

The Report quotes the terms of the Imperial Grant differently. It says, in effect, that, practically the exact terms of the request contained in the Memorial of the Legislature was complied with, and that the Grant was for "Free Grammar Schools," and "for a College, or University," which was not the case. Instead of the second portion of the Grant being made "for a College, or University," as asked for in the Memorial, the second portion of the Grant was for "Seminaries of a larger and more comprehensive nature" than the Grammar Schools.

The second division of the Report relates to the "Origin of Upper Canada College," and its establishment by Sir John Colborne in 1829, as being without parliamentary sanction. The Report states that the Legislature afterwards gave a conditional assent to the establishment of the College and that it went into operation in 1830.

In the first Report of a Select Committee of the House of Assembly, in February, 1831, it was recommended that out of the "ample means," which the sale of the School Lands afforded, four Hundred pounds be granted to each of the eleven District Grammar Schools, "where the Youth of the Province might receive a liberal education without being removed from the tender care and watchful authority of their Parents." The Committee also recommended that,

"The sum of Two thousand pounds might be set apart for the annual support of a Provincial Seminary at York, whether called Upper Canada College, or by any other name," etcetera.

Sir John Colborne, no doubt, regarded the terms of the Imperial Grant of 1792 relating to "Other Seminaries" as authorizing him to establish the College; and his Successors invariably interpreted the terms of the Royal Grant of that year as relating to "Grammar Schools and Colleges," as I have shown in previous Volumes of this Documentary History.

The third division of the Report on "Upper Canada College down to 1850," deals with the subject of successive investigations of the management of the College in 1832, 1835 and subsequently.

The Report then proceeds to give particulars as to the absorption of the main portion of the Imperial Grant of Land between King's College and Upper Canada College, without reserving any portion of that Grant for the support and maintenance of the District Grammar Schools. It entirely omits, however, to state that this fact had so impressed itself upon Members of the Legislature, that, in 1831, they had embodied a remonstrance on the subject in a series of Resolutions. From time to time, in the succeeding years, the failure of the Government of the day to make any specific provision, out of the Imperial Grant of 1797, for Grammar Schools, before allowing the whole of that Grant to be otherwise absorbed, was brought up in the Legislature, and recommendations were made that it should make a grant of Lands equal to those which ought to have been appropriated long before to Grammar Schools. Finally, in 1839, an Act was passed by both Houses to authorize the Lieutenant Governor-in-Council,—

> To set apart two hundred and fifty thousand, (250,000), acres of the Waste Lands in this Province to be sold in like manner as other Crown Lands. . . . and the proceeds thereof paid into the hands of the Receiver General to be appropriated in such manner, and for the Grammar Schools, as hereinbefore provided."

The fourth division of the Report, on the "Upper Canada College, 1850-1867" deals with the University legislation of 1849-1853, and shows how it affected Upper Canada College. The Act of 1849 separated the College from the University and made it an independent Corporate Body, while, that of 1853 placed it again under the direction of the Senate of the University of Toronto. Details are given in the Report as to the moneys which were advanced by the Senate to the College, until its indebtedness to the University Funds amounted in June, 1867, to $17,524.

The fifth division of the Report is on the subject of the "Upper Canada College and the other Grammar Schools." It speaks of the representation of the Principal and some of the Masters of the College on the Senate as giving the College the advantages of knowing what were the subjects of study prescribed in a new, or revised, Curriculum, (as in the case it mentions) "more than three months in advance of the publication of that Curriculum," —thus giving the College the advantage of three months training of its Pupils more than that which the Grammar Schools could have. Another objection spoken of in the Report was the fact that any Grammar School Boys who might go to the College, before entering the University, were, if they acquired success there, regarded and reported as "College Boys." A third objection mentioned in the Report was the appointment as Univer-

sity Examiners of the Principal and Masters of the College, who were thus able to examine their own Pupils. A fourth objection was that the College could offer its Pupils "Exhibitions," which the Grammar Schools could not do. A fifth objection was the fact that the Salaries paid the Masters were much higher than those paid to Grammar School Masters, and, on their retirement, they would get an allowance, or pension. These various objections were reasonable in themselves; but they must be regarded as incidental to an Institution having the status of a College conferred upon it under perculiar circumstances.

The sixth division of the Report is simply headed 'Conclusion,' and is practically an appeal against the continuance of Upper Canada College, for reasons already given in the Report.

Whether it was as the result of the publication of this Report, or not, it is now difficult to determine, but, in 1860, the annual Grant of One thousand pounds sterling, which the College had received for many years, was withdrawn from it by the Government.

Rejoinder, or Reply to this Report by the Principal of Upper Canada College, 1868.

After the publication of this Report, Mr. G. R. R. Cockburn, who became the Principal of the College in 1861, obtained leave to address a Select Committee of the House of Assembly at some length in reply to the Statements in the Grammar School Masters' Report.

Most of the historical Statistical facts contained in Mr. Cockburn's elaborate Reply have been already embodied in this Documentary History. It will be only appropriate, therefore, to give such portions of it as may be necessary to a full explanation and understanding of the case.

In reply to the statement that, up to the end of 1867, the annual deficits in the expenditure of Upper Canada College amounted to $17,524 it is stated by Mr. Cockburn that,—

"In 1868 this amount had been reduced to $15,934, notwithstanding the fact that during 1861-1868, the College had been compelled to pay annually the sum of $1,900 in pensions" and that, during the past seven years and a half, pensions to the amount of $14,250, (or nearly $2,000 in each year), had been paid out of the annual income of the College, in spite of the repeated remonstrance of the Senate of the University.

In regard to charge against the management of the College Boarding House, Mr. Cockburn shows from Returns laid before the Committee that,—

"While the deficits during the years 1862, 1863 and 1865, (half year) amounted to $2,501.01, the surplus income during the years 1864, 1865 (half year,) 1866, 1867 and 1868 amounted to $2,949.73, showing a net surplus during those years of $448.72."

In regard to the College Exhibitions, Mr. Cockburn states that he was required by Statute of the Senate to send out notices to the Grammar Schools of these Exhibitions, which were open to the whole Province. He also states that the Examinations of the College were,—

"Conducted entirely by Gentlemen wholly unconnected with it, and that the rule of the Senate was, that no Upper Canada College, or Grammar School, Master, takes any

part in the Matriculation Examinations. He also states that out of sixty-six Pupils, who obtained Exhibitions in the College, only seven were from the Grammar Schools."

In regard to the attitude of Upper Canada College to the Grammar Schools, Mr. Cockburn, in his remarks to the Committee, in reply to the Report of the Grammar School Masters Association, says:

"I have watched with unalloyed pleasure the increasing success of some of the best Grammar Schools in preparing Students for the University. I have seen, at the same time, the establishment of Hellmuth College, London. . . . of a Collegiate School in connection with Trinity College, now at Port Hope, and of other Collegiate Schools at Picton, Woodstock and other Provincial Centres. But, so far from the success of those tending to diminish the numbers, or affect the character of the Pupils of Upper Canada College, it was never more prosperous. The Province has need of all, and has abundant room for all. . . The more nearly all the Grammar Schools of the Province are brought to the high standard aimed at with success by a few of the best of them, the greater will be the need felt for one, or more, such Institutions as Upper Canada College, with a large staff of Teachers, and the corresponding appliances of a great Public School; and, when this most desirable end has been attained, I feel assured that the ablest and most successful Grammar School Teachers will be found the foremost in extending their sympathy to such Institutions."

The remainder of Mr. Cockburn's reply to the Report of the Committee of the Grammar School Masters Association is devoted mainly to the comparative results of the teaching of Upper Canada College and of the Grammar Schools, as illustrated by the number of successful Matriculants in the University of Toronto from the College and from the Grammar Schools. While Upper Canada College is the more successful in this respect, Mr. Cockburn accounts for it from,—

"The important position accorded in the College to Chemistry, Physiology and Modern Languages" and the training which the College pupils receive in these subjects.

The Principal further states, that, "as the College Boys come from all parts of the Province. . . . many of the best Pupils afterwards prosecute their studies at Trinity College, where alone, since 1861, they have carried off at least thirteen matriculation Scholarships, while others continue their distinguished career at other Canadian, English and United States Universities. Many of the Pupils, too, matriculate in Medicine, in which Faculty they frequently secure a prominent position, owing to the thorough training they have received" (in the College) "in Chemistry, Physiology and kindred Sciences". . . . In September, 1862, the Upper Canada College Boys carried off seven (University) Scholarships; in 1863, three; in 1864, three; in 1865, four, and the Medical Scholarship; in 1866, four, and the Medical; in 1867, seven; in 1868, five, and the Medical, and twelve First Class Honours in the Arts Faculty out of twenty-three granted; while, in Medicine and Civil Engineering, they carried every thing before them, as the University Honour List will show; while, from the One Hundred and four Grammar Schools only four Pupils secured eight First Class Honours among them." . . . In reviewing the career of Upper Canada College Boys at the University of Toronto during the years 1862-1868, it will be found that, in addition to a large number of Prizes gained at University College, they have carried off no less than eighty-one Scholarships, besides thirteen gold and silver Medals on graduating."

Statement of Honours and Scholarships Gained by Pupils of the Upper Canada College, 1858-1867.

There is a list of Scholars, who have gained distinctions, inscribed in the Public Hall of the College for the years that are past, and printed Lists have been published from these years, and thence on to the present, showing the names and distinctions of

Pupils obtaining Scholarships, Medals, or Prizes, at the University of Toronto, University College, and Trinity College, Toronto.

The printed Lists show the following results at the Entrance, or Matriculation Examination, beginning with the year 1858, and having regard to the number of such Honours gained in the University of Toronto, University College, and Trinity College, respectively:—

Years.	University of Toronto.	University College.	Trinity College.	Years.	University of Toronto.	University College.	Trinity College.
1858.....	16	21	7	1863.....	11	10	6
1859.....	19	16	5	1864.....	11	10	5
1860.....	7	9	11	1865.....	11	8	5
1861.....	4	4	14	1866.....	12	16	5
1862.....	14	7	6	1867.....	18	14	7

The remainder of Mr. Cockburn's reply to the Report of the Grammar School Masters, is devoted to the financial relations of Upper Canada College to the University, the particulars of which I have given in some detail in previous Volumes of this Documentary History. In addition to the statements made by Mr. Cockburn in his Reply to the Grammar School Masters' Report, he submitted to the Committee Returns in detail of the internal economy and management of the College, the attendance of pupils, their parentage, place of residence, Religious denomination, etcetera, which are too minute and voluminous to be inserted here.

The Bursar of the University also submitted a number of financial Returns, which were chiefly copies of similar Returns already recorded in these Volumes.

The Reverend Dcotor McCaul's Reminiscence of Upper Canada College.

The following facts in regard to the earlier history of Upper Canada College were mentioned by the Reverend Doctor McCaul before this Education Committee of the House of Assembly. He said:—

This day, 30 years ago, in 1838, he arrived in Toronto, to assume the office of Principal of Upper Canada College. That College had been established, almost wholly through the influence of Sir John Colborne, afterwards, Lord Seaton. Bishop Strachan was extremely anxious to have the King College University commenced early, and Sir John Colborne was just as anxious that it should not commence. In fact, he was determined it should not, even so far as to use the expression that not one stone of it should be laid upon another. The consequence was, there was an antagonism about the establishment of Upper Canada College. The Bishop never looked kindly on it, and was extremely anxious to prevent any of the funds of King's College being used for its support, or, at least, to have as little as possible of those funds so applied. The College was opened in 1830,—in the first instance, in the Grammar School. The Head Master of the Grammar School, the Reverend Doctor Phillips, and, he believed, the other Masters, and the Pupils, were transferred to Upper Canada College, and in order to make it, he supposed, take the place of the Grammar School, it received the double name of Upper Canada College and Royal Grammar School. Doctor Harris, his (Doctor McCaul's) immediate predecessor, established the whole system of the School, on the plan of an English Grammar School. He (Doctor Harris) was much opposed to what were called mixed

schools—that is, he wished that there should only be a Classical education given, and that the Classical Masters should teach English, and nothing more of it than was absolutely necessary. The same Gentleman also introduced a system of punishments which was quite new in the Province, known as the "cow-hide" system. This created a prejudice against Upper Canada College, and the result was, that the Grammar School was revived. Doctor Harris was at the same time compelled to make some changes in his plan, and had what he called a "partial" class, to show that the Boys who got merely an English and Commercial education were only partially educated. Through the pressure of the public, also, he was obliged to establish a Preparatory School, with a preparatory master. When he (Doctor McCaul) took the office, his views in some respects were different from those of his predecessor. He certainly admired his arrangements very much: they were astonishingly minute, and accurate to a wonderful degree; but his objection to a mixed education was just the opposite of his (Doctor McCaul's) feeling. He, therefore, encouraged the English branches and French, and introduced German, and—what was a great source of annoyance to the Classical Masters—gave the Masters in the other branches a veto on Boys being advanced merely for their Classical knowledge. Finding, also, that there was no University established at that time, he introduced a good deal of University work, and had a Seventh Form—which did not now exist—into which he introduced some subjects that really belonged to a University Course. The Boys were taught, for example, Logic, Natural Philosophy, etcetera. The position which Upper Canada College occupied at that time, was thus, that of a substitute for the University, and at the same time it had to discharge the duties of a Grammar School. At the time of the opening of the University, Upper Canada College had for many years been discharging these functions well, and it was regarded as a very important Institution, in the interests of the higher education; and it continued to be maintained, although not with the same standing, as it had before the University was established.

CHAPTER XXXIV.

RECEIPTS AND EXPENDITURES OF THE UNIVERSITY OF TORONTO, AND OF UPPER CANADA COLLEGE, 1867.

I. THE BURSAR'S RETURN, SHEWING THE RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE "INCOME FUND" FOR THE YEAR ENDING ON THE 30TH OF JUNE, 1867.

Receipts, being Sources of Income.

	$ cts.
To interest on purchase money,—	
Endowment	12,807 38
Invested Property	1,255 18
To Interest on Loans	2,270 08
To Interest on Debentures	31,364 72
To Interest on Bank Balances	305 33
To Rent of leased (Farm) Lots	819 79
To Rent of University Park Lots	332 50
To Rent of Medical School	400 00
To Dividend on Bank Stock	75 50
To Balance on the 30th of June, 1867	65,785 41
	$115,415 99

Expenditures.

	$ cts.
By Balance on the 30th of June, 1867	70,215 99
By amount appropriated for expenditure during the year ending on the 30th of June, 1867, (as per Order-in-Council of the 21st of December, 1865)	45,000 00
By six months' pension, ($400 per annum,) to Doctor Forneri, per Order-in-Council	200 00
	$115,415 99

Toronto, 24th February, 1868. David Buchan, Bursar.

II. The Bursar's Return of Receipts and Expenditure on account of the University of Toronto and University College, on account of the "Income Appropriation" for the Year ending on the 30th of June, 1867.

Receipts and Source of Income.

	$ cts.
To Balance on the 30th of June, 1866	4,529 39
To Amount of Annual Appropriation for expenditure, as per Order-in-Council of the 21st of December, 1865	45,000 00
Interest on Law Costs repaid	15 90
Fees for Degrees, etcetera	710 00
	$50,255 29

Expenditure.		General.	University.	University College.
Bursar's Office Salaries	$3,440 00			
Rent, Fuel and Incidentals	538 80			
	$3,978 80			
Less received from Upper Canada College	994 70			
		$2,984 10		
Insurance, Law Costs, Taxes and Paving		1,907 76		
University Officers' Salaries			$2,650 00	
University College Salaries				$22,299 99
University College Servant wages				1,550 00
Engineers and Superintendent of the Grounds Salaries		740 00	209 98	530 02
Fuel		1,908 31	452 13	1,456 18
Gas and Water		258 10	62 50	195 60
Repairs, etcetera		771 33	341 86	429 47
Prizes and Medals		737 95	382 95	355 00
Examiners, 2 years		2,760 00	2,760 00	
Scholarships		3,760 00	3,760 00	
Sundries		4,908 00	3,811 23	510 11
		$50,255 29	$14,431 26	$27,913 00

Toronto, 28th February, 1868. David Buchan, Bursar.

III. THE BURSAR'S RETURN OF INCOME AND EXPENDITURE ON ACCOUNT OF TUTORIAL FUND.

Receipts.

To Fees paid in	$1,403 52
	$1,403 52

Expenditure.

By paid Stuart Foster, M.A., Salary as Classical Tutor, etcetera, to date	$397 50
By paid Mr. J. Loudon, M.A., Salary to date, as Mathematical Tutor	300 00
By paid to Professor Croft his share of Fees paid to this Fund	335 97
By Balance on the 30th of June, 1867	370 05
	$1,403 52

TORONTO, 28th February, 1868. DAVID BUCHAN, Bursar.

IV. THE BURSAR'S RETURN OF INCOME AND EXPENDITURE OF UPPER CANADA COLLEGE FOR THE YEAR ENDING ON THE 30TH OF JUNE, 1867.

Receipts.	$ cts.
To Interest on Purchase Money	6,114 82
To Interest on Loans	1,224 00
To Interest on Debentures	6,266 07
To Interest on Bank Balances	169 67
To Rent of Leased Lots, etcetera	418 60
To Balance on the 30th of June, 1867	$31,717 93

Expenditure.	$ cts.
By Balance on the 30th of June, 1866	19,217 93
By Amount appropriated for expenditure by Order-in-Council	12,500 00
	$31,717 93

TORONTO, 27th February, 1868. DAVID BUCHAN, Bursar.

V MEMORANDUM REGARDING SALARIES OF RESIDENT MASTERS OF THE UPPER CANADA COLLEGE, AS PER REQUIREMENTS OF A RECENT STATUTE OF THE SENATE.

Officers.	Salaries prior to reduction, per annum.	Rate of reduction.	Existing salaries per annum.	Amount of annual reduction.
	$ c.	$	$ c.	$ c.
The Principal	2,400 00	1-6th	2,000 00	400 00
The First Classical Master	1,336 00	1-6th	1,133 33	222 66⅔
The Second Classical Master	1,336 00	1-6th	1,133 33	222 66⅔
The Mathematical Master	1,336 00	1-6th	1,133 33	222 66⅔
The English Classical Master	1,200 00	1-6th	1,000 00	200 00
The French Master	600 00	1-8th	525 00	75 00
The German Master	100 00	1-8th	87 00	12 50
The First English Master	800 00	1-8th	700 00	100 00
The Second English Master	800 00	1-8th	700 00	100 00
	$9,908 00		$8,352 00	$1,555 50

Existing Salaries of the Resident Masters	$8,352 50
Reduction by the Senate	1,555 50
Salaries of Resident Masters, prior to reduction	$9,908 00

TORONTO, February 27th, 1868. DAVID BUCHAN, Bursar.

VI. THE BURSAR'S RETURN OF RECEIPTS AND EXPENDITURE ON ACCOUNT OF INCOME APPROPRIATION OF UPPER CANADA COLLEGE, FOR THE YEAR ENDING ON THE 30TH OF JUNE, 1867.

Receipts.

	$ cts.	$ cts.
To Balance on the 30th of June, 1866		615 23
To amount appropriated for year's expenditure, from Income Fund account		12,500 00
To Tuition Fees		5,312 40
To Interest on Taxes, repaid		3 36
To half the price of Plans for Bridge over Crow River		48 60
To Amount brought from the Residence Account as per recent Statute of Senate, to enable the salaries of the Principal and Masters to be paid in full		219 16
To Law Costs repaid	$48 50	
To Transfer Fees	86 45	
	$134 95	
Less Law Costs paid	102 00	
		32 95
		$18,731 70

Expenditure.

	$ cts.
Bursar's Office	994 70
Taxes, Less Refunds	153 37
Insurance	168 00
Salaries of Principal, Masters and Servants	13,241 17
Pensions	1,900 00
Prizes and Exhibitions	418 98
Examiners	60 00
Fuel, Repairs, etcetera	1,695 48
Total	$18,731 70

TORONTO, February 27th, 1868. DAVID BUCHAN, Bursar.

VII. THE BURSAR'S RETURN, SHOWING THE RECEIPTS AND EXPENDITURE ON ACCOUNT OF THE "RESIDENCE" OF UPPER CANADA COLLEGE, FOR THE YEAR ENDING ON THE 30TH OF JUNE, 1867.

Receipts.

	$ cts.
To Balance on the 30th of June, 1866	412 96
To Board Dues	8,004 00
Total	$8,416 96

Expenditure.

	$ cts.	$ cts
By Amount paid the Steward for Supplies	6,016 30	
By Amount paid for Repairs	485 41	
		6,501 71
To Amount paid for Pew Rent		175 00
To Amount paid Doctor Barrett, medical attendance		100 00
To Amount paid Mr. W. C. Crawford, Study Master, six months' salary		80 00
To Amount paid Mr. J. A. Paterson, Study Master, six months' salary		100 00
To Amount paid as Insurance on Building		62 50
To Amount paid as Insurance on Furniture		8 00
To Amount paid for Sodding Quadrangle		65 00
To Amount paid for Repairs, etcetera, Fence		145 75
To Amount paid for Sundries		12 00
To Amount paid to Mr. J. Martland, B.A., Resident Master, three-fourths of Board dues received during the year, as per Statute of Senate		611 50
To Amount transferred to Income "Appropriation" account, to enable the salaries of Principal and Masters to be paid in full, at rate prior to reduction in 1860, as per Statute of Senate		219 16
To Amount paid to the Principal in full amount payable to him under the recent Statute of Senate as his proportion of Board dues, being three-fourths of receipts on this account, if, after all payments are made, there be sufficient Funds to pay him		336 34
		$8,416 96

TORONTO, February 27th, 1868. DAVID BUCHAN, Bursar.

VIII. SUPPLEMENTARY RETURN LAID BEFORE THE HOUSE OF ASSEMBLY.

Attendance of Pupils for the Year ending December 31st.

1862	227	1865	280
1863	280	1866	284
1864	294	1867	244

During the last six years,—since my accession to the Principalship,—the average attendance has thus been 268 Boys. Of these there are eight Exhibitioners on the foundation who pay no Fees for Tuition. Also, there are three free Pupils, sons of the Masters of the College. All other Pupils pay full Fees.

GEORGE R. R. COCKBURN, Principal of Upper Canada College.

TORONTO, 27th February, 1868.

CHAPTER XXXV.

PROPOSED GRAMMAR AND COMMON SCHOOL LEGISLATION, 1868.

I. Circular to the Members of the Legislature on the Subject of Improving the Grammar and Common Schools, 1868.

Near the close of the last Session, a special Report from me was laid before the Legislature, "On the Systems and State of Popular Education on the Continent of Europe, in the British Isles, and the United States of America, with practical suggestions for the improvement of Public Instruction in the Province of Ontario."

That Report has since been printed, and a copy of it sent to each Member of the Legislature. In that Report, I have not instituted comparisons between the system of Public Instruction in Ontario and that of any other State, or Country, but have given a succinct account of the Systems of Public Instruction in the principal European Countries and neighbouring States, together with what appeared to me some of their excellencies and defects, leaving every intelligent reader to judge for himself as to whether any features, or provisions, of those Systems, not already adopted, can be advantageously incorporated into our own. In the 26th Section of that Report, I have offered twelve "suggestions for the further improvement of Public Instruction in Ontario." To those suggestions I beg to invite your special attention before the approaching Meeting of the Legislature, as I have reason to believe the whole subject of Common and Grammar School Law will be taken up by the Government and referred, with the concurrence of the House, to the consideration of a large Select Committee, with a view to such legislation as may be deemed necessary, after a full and careful examination of the subject. It is, therefore, desirable that every Member of the Legislature should make himself as thoroughly master of the subject as possible before the commencement of the Session, as he will then have little time, under the pressure of other business, to investigate and calmly consider the many important questions involved in our Educational System.

Since the close of the last Session of the Legislature, I have laid before the Government a Report, (which has been printed,) on Institutions for the Education of the Deaf and Dumb and Blind in both Europe and America, with suggestions for their establishment in Ontario. On this subject the Government will, no doubt, submit such measures as it shall judge expedient for the consideration of the Legislature.

Within the last two months, I have laid before the Government my Annual School Report, for 1867, respecting all our Public Schools, Upper Canada College excepted. That Report will, I trust, be printed and ready for distribution at the opening of the approaching Session of the Legislature.* But I will get a few copies of the *textual* part of that Report printed separately in advance for transmission to the Members of the Legislature, and to some other parties, as I have in the Section XXI. of it discussed at large the condition of our Grammar Schools, and appended to my own remarks the last two suggestive Reports of the Reverend George Paxton Young, A.M., who has been, during the last four years, the able and indefatigable Inspector of our Grammar Schools.

Although the Apportionment of public money in aid of Grammar Schools is more than twenty times as large per Pupil as that in aid of Common Schools, yet the state of the majority of the Grammar Schools is very unsatisfactory. In the text of my Report, I have submitted what appears to me the most practical and beneficial solution of the question, and I respectfully solicit your early perusal and consideration of my remarks, and those of the Reverend G. P. Young, on this important branch of our Public School economy.

*The three Reports, to which Doctor Ryerson here refers, will be printed in separate Chapters of this History.

The grave questions respecting our Common and Grammar School Systems have always been considered as above and beyond the range of political partizanship—as strictly patriotic and national, in which all parties have an equal interest, to be investigated and decided upon by men of all parties irrespective of party feelings or connections. In that philanthropic and Canadian spirit I hope these vital questions will be considered and legislated upon during the approaching meeting of the House of Assembly. No person has more reason than I have to desire that our whole School System should be appreciated as highly as possible, it having occupied and engrossed twenty-four years of my life; yet I think the details and working of some parts of it are susceptible of important improvements, and I desire, while I have strength, to confer freely once more, and in our new state of political existence, with the Representatives of the people with a view of so maturing and perfecting our School Laws, so as to render them permanent at least for some years to come, until the progress of the School System and the advancement of society shall render further modifications and improvements necessary.

TORONTO, October 10th, 1868. EGERTON RYERSON.

NOTE. With a view to aid the Members of the Legislature in forming the opinions and maturing their judgment on the proposed Grammar and Common School legislation, the Chief Superintendent prepared the following two Drafts of Bills on the subject, and they were laid before the Legislature in December, 1868.

II. DRAFT OF BILL TO AMEND THE GRAMMAR SCHOOL LAW OF THE PROVINCE OF ONTARIO.

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

1. From and after the __ day of the Boards of Grammar School Trustees in Cities, Towns, and Villages shall cease to exist, and the Grammar and Common Schools in the Municipalities, or School Divisions, shall be under the management of the Boards of Public School Trustees. And each of such Boards shall be a Corporation, and, in addition to the legal powers now possessed by Grammar and Common School Trustees, shall succeed to all the property, rights, obligations and powers of such Boards of Grammar and Common School Trustees in such Municipalities, or School Divisions.

2. The Members of the Boards of Public School Trustees shall be elected and classified in the manner provided by law for the election and classification of Common School Trustees in Cities, Towns, Incorporated Villages and other School divisions, as the case may be; which elections shall be held on the second Wednesday of July in each year, and the first election on the first Wednesday in July next after the passing of this Act, commencing at Ten o'clock in the forenoon.

3. The Grammar Schools shall be designated and known as High Schools, in which provision shall be made for teaching the higher branches of an English Education, and the Latin and Greek languages, to those Pupils whose Parents, or Guardians, may desire it, according to a Programme of Studies and Regulations which shall be prescribed from time to time by the Council of Public Instruction, with the approval of the Lieutenant-Governor-in-Council.

4. All the provisions of the Grammar School Acts shall, as far as is consistent with the provisions of this Act, apply to High Schools, their Trustees, Head Masters and other Officers, as fully as they apply to Grammar Schools and their Officers: and the Board of Public School Trustees shall have the same power to provide for the Accommodation and support of High Schools, as they have, or may have, by law to provide for the Accommodation and support of the Common Schools under their management.

5. The Grammar School Fund shall be exclusively applied in aid of High Schools, except as otherwise provided by law, according to the following provisions:—

1. No High School shall be entitled to share in the Grammar School Fund, unless it is conducted according to the Regulations provided by law; nor unless it has an average attendance of Twenty Pupils; nor unless a sum, at least equal to that apportioned from the Fund shall be provided from local sources.

(2) Each High School, conducted according to law, shall be entitled to an Apportionment of a sum not less than Three hundred, and not more than One thousand, dollars per annum, according to the average attendance of Pupils, and the length of time each High School is kept open, as compared with other High Schools; which sum, together with, at least, an equal sum provided from local sources shall be expended in payment of Teachers' Salaries for the then current year.

6. Each Grammar School already established, and now in operation, shall be held to be a High School, according to the provisions of this Act, and, as far as the Fund will permit, it shall be lawful for the Lieutenant-Governor-in-Council to authorize the establishment of additional High Schools upon the conditions prescribed by this Act; and the preliminary examination of Pupil Candidates for admission in the High Schools shall be made by the County, or City, Superintendent, on whose Certificate of Qualification Pupils shall be eligible for admission to the High School; Provided, nevertheless, that the Pupils already duly admitted as Grammar School Pupils according to law, shall be held eligible, without further examination for admission as Pupils of the High Schools; and provided furthermore, that Pupils from any part of the County in which a High School is, or may be, established shall be admitted to such School on the same terms as Pupils within the Town, or Village of such School, upon the condition always that the Council of such County shall contribute *pro rata* towards raising the sum, or sums, required by law to be provided from local sources to entitle such High School to share in the Grammar School Fund.

7. The Inspector, or Inspectors, of Grammar Schools now authorized by law, shall be known as the Inspector, or Inspectors of High Schools.

8. It may and shall be lawful for any County Council to form the whole, or parts, of one, or more, Townships and Villages within its jurisdiction into a High School District, within the limits of which a Board of six Trustees shall be elected by the Ratepayers, in the same manner as are Boards of School Trustees in Incorporated Villages, in such place and at such time for the first election as may be appointed by the Warden of the County, and at such place subsequently as may be appointed by the said Board; and all the provisions of the School Acts relating to the election and succession of Trustees in Incorporated Villages, shall apply to the election and succession of Trustees in said High School District, as far as is consistent with this Section, and the Board of Trustees of such High School District shall possess all the powers within the said District for the support and management of their High School, and in respect to the County Council, as are possessed by the Boards of Public School Trustees, in Incorporated Villages, in respect to the support and management of the Schools under their care, and in respect to the Municipal Council of their Municipality, as provided by the School Acts of Upper Canada.

9. And whereas it is desirable to encourage the establishment of superior Classical Schools; it shall be lawful for the Lieutenant Governor in Council to confer upon any High School, in which not less than four Masters are fully employed in teaching the subjects of the prescribed Curriculum, and in which the daily average of male Pupils studying the Latin, or Greek, language shall not be less than seventy, the name Collegiate Institute; and towards the support of such Collegiate Institute, it shall be lawful for the Lieutenant-Governor-in-Council to authorize the payment of an additional sum, at the rate of, and not exceeding, Seven hundred and fifty dollars per annum, out of the Superior Education Fund, provided under the authority of the Tenth Section of the Consolidated Grammar School Act, Twenty-second Victoria, Chapter sixty-three.

10. All the provisions of the Grammar School Act which are inconsistent with the provisions of this Act are hereby repealed.

III. Draft of Bill to Amend the Common School Acts of (Upper Canada), Ontario.

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:— Preamble.

1. The office of Local Superintendent of Schools in Townships, Cities, Towns and Villages, is hereby abolished.

Superintendents of Schools in each County.

2. In each County, or Union of Counties, there shall be one Superintendent of Schools, to be called County Superintendent, except where there are more than one hundred Common Schools in a County, or Union of Counties, in which case, it shall be lawful to appoint a second County Superintendent.

Cities, Counties for that purpose.

3. Each City shall be a County, for the purposes of this Act, and the Superintendent shall be called the City Superintendent, and shall possess all the powers of a County Superintendent, except such as relate to investigating and deciding on School Trustee election complaints, which now by law devolve on the County Judge.

Their qualifications.

4. The qualifications of County and City Superintendents shall, from time to time, be prescribed by the Council of Public Instruction, which shall determine the time and manner of examination of Candidates, for Certificates of Qualification, and grant Certificates of Qualification; and no one not holding such Certificate of Qualification, shall be eligible to be appointed a Superintendent.

How appointed.

5. Each County and City Council shall nominate from among those holding the necessary Certificates of Qualification, one person to be Superintendent of Common Schools in such City, or County, and, in Counties, where there are, or shall be, more than one hundred Common Schools, the County Council may nominate two Persons holding such Certificates to be Superintendents and prescribe the territorial limits of each, and the Lieutenant Governor-in-Council, shall appoint the person, or persons, so nominated, to hold office during pleasure.

Their jurisdiction.

6. Each Superintendent, so appointed, shall have the oversight of all Common Schools in the Towns, Villages and Townships within the County, or Union of Counties, or part of the County, or Union of Counties, for which he shall be appointed, and shall have all the powers in each Municipality within his jurisdiction, and be subject to all the obligations now conferred, or imposed, by law, upon "Local Superintendents," and which are conferred, or imposed by this Act, according to such instructions as may be given to him, from time to time by the [Minister of Public Instruction.]

Their remuneration.

7. The salary of a County, or City, Superintendent shall not be less than at the rate of Six hundred dollars per annum, and not more than at the rate of Twelve hundred dollars per annum, and shall be paid quarterly, of which the sum of Three hundred dollars shall be defrayed and borne out of the Consolidated Revenue of the Province, and the balance shall be provided by the City, or County, Councils.

Their authority.

8. The County Superintendent shall have authority to decide upon the adequacy and suitableness of School Accommodations; and should any School Corporation not provide satisfactory Accommodations within twelve months after they have been notified by the County, or City, Superintendent of the inadequacy, or unsuitableness of the School Accommodation provided, such School Corporation shall not be entitled to share in the Legislative School Grant.

Boards of Examiners to be appointed.

9. Each County and City Council shall appoint a County, or City, Board of Examiners, for the examination and licensing of Teachers, consisting of the County Superintendent, or Superintendents, and two other competent Persons, whose qualifications shall, from time to time, be prescribed by the Council of Public Instruction.

Salaries of Teachers.

10. The minimum salary of any legally qualified male Teacher shall be at the rate of Three hundred dollars per annum, and the minimum salary of any legally qualified female Teacher shall be at the rate of Two hundred dollars per annum; and no legally qualified Teacher, after having been employed six months in a Common School, shall be dismissed without the concurrence of the County Superintendent, expressed in writing.

Board of Common School Trustees may be appointed.

11. The Municipal Council, of any Township, shall have authority to establish a Township Board of Common School Trustees, as now provided by law, at the request of the majority of the School Sections of such Township, expressed at the Annual School Meeting, or a Special School Meeting of such Sections.

By-law not to take effect before a year from 25th December following, unless, &c.

12. No By-Law, or Resolution, of a Township Council to alter the boundaries of a School Section, shall take effect before the expiration of one year from the 25th of December next, after the passing of such By-law, or Resolution, unless at the request of the majority of the Rate-payers of such Section; and, in the event of a change in the limits of a School Section, any Ratepayer in the Section affected, shall have the right to appeal to the County Superintendent, whose duty it shall be to decide whether, or not, such change shall be made.

Notice to Municipality of formation or alteration of School Section.

13. On the formation, or alteration, of a Union School Section, or division, under the authority of the Fifth Section of the School Law Amendment Act of 1860, it shall be the duty of the County Superintendent concerned forthwith, to transmit a copy of the Resolution, by which the formation, or alteration, was made, to the Clerk of the Municipality affected by such Resolution.

Penalty for neglect to prepare map of Division.

14. Should such Clerk neglect, or refuse, to prepare and furnish the Map of the School divisions of his Municipality, as required by the Forty-ninth Section of the Consolidated School Act, he shall render himself liable to a penalty, not exceeding Ten dollars, to be recovered before a Magistrate for the School purposes of his Municipality, at the instance of any Ratepayer thereof.

Common Schools Free Schools, and rate to be levied for the expenses.

15. All the Common Schools shall be Free Schools; and the Trustees of School Sections, or Township Councils, and the Municipal Councils of Cities, Towns and Villages, shall, in the manner now provided by law, levy and collect a Rate upon all the taxable property of the School divisions, or Municipality, to defray the expenses of such Schools, as determined by the Trustees thereof.

Every child from seven to twelve may attend, and parent liable to a penalty if he does not.

16. Every child, from the age of seven to twelve years, inclusive, shall have the right to attend some School for six months in each year; and any Parent, or Guardian, who does not provide that each child under his care shall attend some School, as thus of right declared, shall be subject to the penalties hereinafter provided by this Act; Provided always, that the absolute right of selecting either a Public, or Private, School, for the attendance of any child, shall be with the Parent, or Guardian, of such child.

Complaint against parent tried before Police Magistrate &c.

17. It shall be competent for the Police Magistrate of any City, or Town, and for any Magistrate in any Village, or Township, or Town, where there is no Police Magistrate, to investigate and decide upon any complaint made by any person against any Parent, or Guardian, for the violation of

the foregoing Sixteenth Section of this Act, and to impose a fine, not exceeding dollars, and imprisonment until paid, for the first wilful offence, and double that penalty for each subsequent offence, which fine and penalty shall be enforced as provided in the One hundred and fortieth Section of the Consolidated School Act; Provided always, that it shall be the duty of such Magistrate to ascertain, as far as may be the circumstances of any party complained of, and whether such alleged violation has been wilful, or has been caused by extreme poverty, or too great a distance from any School, or the child is being otherwise educated, and in either of the latter cases, the Magistrate shall not award punishment, but shall report the circumstances to the Trustees of the division in which the offence has occurred.

School Trustees empowered to provide residence for Teachers.

18. The Trustees of any School Section, or Municipality shall have the same authority to provide a Residence for a School Teacher, that they now have by law to provide School Accommodations.

Their report.

19. The Report of the School Trustees required by law to be laid before the Annual Meeting, shall include a summary of their proceedings and state of the School during the year, together with a detailed statement of Receipts and Expenditure, signed by either or both of the School Auditors of the Section, and in case of difference of opinion between the Auditors on any matter in the accounts, it shall be referred to and decided by the County Superintendent.

Trustees may give notice of School Meeting if Secretary neglect.

20. Should the Secretary of a Trustee Corporation neglect, or refuse, at any time to give notice of a School Trustee Meeting, it shall be lawful for any Trustee to do so, by giving notice of such Meeting to his Colleagues.

Moneys collected to be paid to Secretary.

21. All Moneys collected in any School Section by the Trustee Corporation, shall be paid into the hands of the Secretary-Treasurer thereof; and, should the Trustees refuse, or neglect, to take proper security from such Secretary-Treasurer, they shall be held to be personally responsible for such Moneys, and the provisions of the 137th Section of the Consolidated School Act, shall apply to them.

Chairman of meeting to make declaration of office.

22. Any Chairman of a School Meeting, who may be elected School Trustee at such Meeting, shall make the declaration of office now required of Trustees by law in presence of the Secretary of such Meeting.

When Trustees or public meeting neglect to appoint Arbitrator under School Act.

23. Should the majority of the School Trustees, or the majority of a Public School Meeting, neglect, or refuse, in a case of difference in regard to a School Site, to appoint an Arbitrator, as provided in the Thirtieth Section of the Consolidated School Act, it shall be competent for the County Superintendent with the Arbitrator appointed, to meet and determine the matter, and the County Superintendent shall have a second, or casting, vote in case they should not agree.

Majority may award if the others do not attend.

24. Should only a majority of the Arbitrators appointed to decide any case under the authority of the School Laws of this Province be present at any lawful Meeting, in consequence of the neglect, or refusal, of their Colleagues to meet them, it shall be competent for them to make and publish an award upon the matter, or matters, submitted to them, or to adjourn the Meeting for any period not exceeding ten days.

On appeal from County Court Judge, he shall certify proceedings.

25. Any Division Court Judge, receiving an intimation of appeal from his decision, under the authority of the One hundred and eighth, and five following Sections of the Consolidated School Act, shall thereupon certify under his hand to the [Minister of Public Instruction,] the statement of claim and other proceedings in the case, together with the evidence and his own judgment thereon, and all objections made thereto.

Inconsistent enactments to conform to this Act.

All Acts and parts of Acts inconsistent with the provisions of this Act, as far as they shall affect this Act, but not to any greater extent, are hereby repealed.

CHAPTER XXXVI.

THE WHITWORTH ENGLISH SCHOLARSHIPS IN MECHANICAL SCIENCE OPEN TO CANADIAN COMPETITION.

The Colonial Secretary had written to Lord Monck, the Governor General, to say that the Whitworth Scholarships in Mechanical Science were then open to the Competition of Canadians. The Despatch to the Governor General was as follows:—

At the request of the Privy Council Committee on Education, I have the honour to inform you of the endowment by Mr. Whitworth of certain Scholarships for Mechanical Science. As will be seen from Mr. Whitworth's Memorandum, he proposes that "Thirty Scholarships of £100 each should be open to all of Her Majesty's Subjects, whether of the United Kingdom, India, or the Colonies, who do not exceed the age of twenty-six years, and to be held either for two, or three, years, as experience may prove to be desirable.

London, 30th May, 1868. Buckingham and Chandos.

Memorandum on Scholarships for Mechanical Science.

1. Having offered to the Lords of the Committee of Council on Education to "found thirty Scholarhsips of the annual value of One hundred pounds each, to be applied for the further instruction of young men, natives of the United Kingdom, selected by open competition for their intelligence and proficiency in the theory and practice of Mechanics and its cognate Sciences, with a view to the promotion of Engineering and Mechanical Industry in this Country," I propose that the following should be the general arrangements in the first instance, which may be modified after the first competition has taken place in May, 1869.

2. That the thirty Scholarships of £100 each should be open to all of Her Majesty's Subjects whether of the United Kingdom, India, or the Colonies, who do not exceed the age of twenty-six years, and be held either for two or three years, as experience may prove to be desirable; that ten Scholarships should be competed for and awarded in May, 1869, at the Annual Examinations in Science, provided that a sufficient number of Candidates prove themselves to be competent; that the successful Candidates should be required to spend the period of holding the Scholarships in the further satisfactory prosecution of the studies and practice of Mechanical Engineering, and pursue their studies according to the spirit of the Endowment, making periodical Reports of them; that the Student should state where he proposes to pursue his studies, the Lord President of the Council deciding if the proposal can be allowed, also if the Student's progress be satisfactory, and the manner in which it shall be tested from year to year. In deciding, if the plan of study proposed by the Student be satisfactory, as much latitude as possible may be allowed. If the Student wishes to complete his general education, instead of continuing his special scientific study, he may be permitted to do so. He may go to the Universities, or Colleges, affording Scientific, or Technical, instruction, or he may travel abroad. The successful Artisan should be encouraged to study Theory, and the successful Competitor in Theory aided in getting admission to Machine Shops and other practical establishments. All further details would be hereafter prepared and issued by the Science and Art Department.

III. The Candidates must be of sound bodily constitution.

IV. The first competition should be in the following theoretical subjects:

1. Mathematics, (Elementary and higher.)

2. Mathematics (Theoretical and applied.)

3. Practical Plane and Descriptive Geometry, and Mechanical and Freehand Drawing.

And in the following handicrafts:

1. Smith's-work.
2. Turning.
3. Filing and Fitting.
4. Pattern Making and Moulding.

V. No Candidate should obtain a Scholarship who has not shown a satisfactory knowledge of all the following theoretical subjects:

1. Elementary Mathematics.
2. Elementary Mechanics.
3. Practical Plane and Descriptive Geometry and Freehand Drawing, with the power to use one or more of the following classes of tools: (*a*) The Axe. (*b*) The Saw and Plane. (*c*) The Hammer and Chisel. (*d*) The File. (*e*) The Forge.

I propose that the maximum number of marks obtainable in the theoretical subjects, and those obtainable by the most skilled Workman should be about equal.

VI. My object in devising the foregoing scheme has been, while requiring a practical acquaintance with a few simple Tools as a *sine qua non*, to render the competition accessible on fairly equal terms to the Student who combines some practice with his theory, and to the Artisan who combines some theoretical knowledge with perfection and workmanship.

VII. As the Scholarships Scheme can only come into full operation by degrees, I propose from the Fund ultimately available for the scheme at once to create sixty Exhibitions, or Premiums, of the value of £25 each, tenable until April, 1869, and to place them at the absolute disposal of the governing Bodies of the following Educational Institutions and Towns, in order that they may award them to youths under twenty-two years of age, who may thus be aided to qualify themselves, and to compete for the Scholarships of £100 in May, 1869.

VIII. Eight Exhibitions to Owen's College, and 2 to the Grammar School, Manchester, the seat of my Workshops. 2 University of Oxford, 3 University of Cambridge, 3 University of London.

And one to each of the Universities, Colleges, and Public Schools:

University of Durham, University of Dublin, University of Edinburgh, Watt Institution, Edinburgh, University of Glasgow, Andersonian University, Glasgow, University of St. Andrew's, University of Aberdeen, to each of the Queen's Colleges at Belfast, Cork, Galway, Ireland; King's College, London; University College, London; Eton, Harrow, Rugby, Charter House, Westminster, Winchester, St. Paul's, London, Merchant Tailors, Christ's Hospital, City of London, Shrewsbury, Marlborough, Cheltenham, Chester, Clifton, Brighton, Liverpool, two to the College of Preceptors, three to the Science and Arts Departments.

I propose that the following Exhibitions shall be given to Artizans only: Three to the Society of Arts.

Also one for Artisans to each of the following Towns:

Birmingham, Bristol, Swansea and Cardiff, Huddersfield or Halifax, Leeds, Northampton, Sheffield; and if there be any of the above unapplied, they may be given by the Science and Art Department to any other Scholastic Institution which makes satisfactory arrangements for affording instruction in Mathematics and Mechanics, Freehand and Mechanical Drawing.

IX. I would point out that the Exhibitions to Artisans may perhaps be increased to £50 for the year, by connecting them with the Science and Art Department, under the Minute of the 21st December, 1867.

MANCHESTER, 4th May, 1868. JOSEPH WHITWORTH.

CHAPTER XXXVII.

REPLY TO INQUIRIES OF THE ROYAL COMMISSION ON THE SCHOOLS OF IRELAND IN REGARD TO THE UPPER CANADA SCHOOL SYSTEM, 1868.

I. Letter from the Secretary of State to the Provincial Secretary, Toronto.

I have the honour, by command of His Excellency the Governor General to inform you that His Excellency has just received from the Secretary of State for the Colonies copies of two Letters from the Secretaries of the Royal Commission of Enquiry into the state of Primary Education in Ireland, applying for copies of the Regulations under which assistance is afforded to Schools for Primary Education in the North American and Australian Colonies, and also of the Regulations under which Schools for Agricultural Education are conducted with the assistance of the Colonial Government, together with copies of the latest Reports on their recent progress and present condition.

I now enclose copies of the two Letters above referred to, and am directed to request that you will be good enough to move His Excellency the Lieutenant Governor of the Province of Ontario to cause to be communicated to me copies of the Regulations and Reports referred to, so far as they apply to the Province of Ontario, including the heads specified in the enclosure of the Letters from the Secretaries to the Royal Irish Commission, dated 13th March, 1868, in order that the same may be transmitted to the Colonial Secretary in compliance with his request.

Ottawa, 1st May, 1868. Hector L. Langevin, Secretary of State.

II. Letter from the Secretary of the Royal Commission to the Colonial Secretary.

We have been directed by the Royal Commissioners of Enquiry into the state of Primary Education in Ireland, to forward to your Grace the enclosed Extract from their proceedings, and to request that Your Grace will be pleased, to give the necessary instruction to procure the information therein referred to, and to have it transmitted to us, for the information of the Commissioners.

Dublin, March 13th, 1868. George A. C. May, D. B. Dunne, } Joint Secretaries.

Enclosure. That application be made to obtain for the use of this Commission, copies of the Official Regulations, under which assistance is afforded by the State, or by Municipal, or Communal, Authorities to Schools for Primary Education, under the control, or management, of Religious Authorities, Orders, or Congregations, Male or Female, of the several Religious Denominations in Canada and the other North American Colonies and in Australia. Such Regulations to refer to, and include especially, the following heads:—

1. Financial aid is Salaries of Masters, Mistresses, or Assistants; supply of School requisites, Grants for Building, or Repair of School Houses.

2. Appointments, Dismissals of Masters and Mistresses, or Assistants. Qualifications required from Masters, Mistresses, or Assistants.

3. Power of Inspection; appointment and removal of Inspectors; qualifications of Inspectors.

4. Training of Masters and Mistresses and Assistants, Constitution and Government of Normal Schools for Primary Education.

5. The latest Reports officially published of the Statistics of Primary Education, as to numbers, Classification and Expenditure.

NOTE. This Letter having been sent to the Chief Superintendent of Education by Mr. T. C. Patteson, Assistant Provincial Secretary, I replied to it, in the absence of the Chief Superintendent, as follows:—

III. REPLY TO THE FOREGOING LETTER TO THE SECRETARY OF THE PROVINCE.

I have the honour to acknowledge the receipt of your Letter of the 4th instant, enclosing that of the Secretary of State, and to state in reply to the inquiries contained in the Letter.

The information desired by the Royal Commissioners in Ireland is apparently limited:—

1. To Schools "under the control, or management of Religious Authorities, Orders, or Congregations, Male, or Female, of the several Religious Denominations," and,
2. To the ordinary Schools of the Province.
3. To "Schools for Agricultural Education."

Respecting the latter class of Schools, I have to report that no such Schools exist in connection with this Department, nor have any been established under the Public School System of this Province,—although provision to the extent of $14,400 was this year made for them in the Province of Quebec.

With regard to Schools under the management of Religious Authorities for Primary Education, aided by the State, or by Municipal, or Communal Authorities, the Law of this Province provides for two classes of such Schools:—(1) The Roman Catholic Separate Schools, and (2) the Protestant Separate Schools. The General Common School System of the Country being non-denominational, provision is made, under special circumstances, for the establishment of Separate Common Schools for Roman Catholics, where desired by that portion of the Community; and the Law and Regulations respecting these Schools are contained in a School Law Manual herewith transmitted. (See page 187). The number of Pupils at the Roman Catholic Separate Schools in 1867 was 18,924, the number of the Schools being 164. The total number of Roman Catholics in the Province at the Census of 1861 was 258,141; and it may be assumed that about 58,000 of these were of School age, (from 5 to 16), and the population, since the Census was taken, has largely increased. The majority, therefore, of the Roman Catholic children, at present attend the Common, or non-denominational, Schools.

The Separate Schools for Protestants, are only 5, or 6, in number in the whole Province; and the Law authorizing them may be found on page 119 of the accompanying Common School Manual.

A perusal of the Manual, and of the accompanying Annual Reports, will give the Commission full answers on the several points of inquiry. The general features of the Common School System, on which information is sought, as follows:—

1. Financial aid for Common School Masters' Salaries is granted by the Legislature, on condition of at least an equal amount being raised by rate for the same purpose by the local Municipality. School Apparatus is supplied, together with Prizes and Library Books from the Central Depot, or Depository, under the management of the Department, and one hundred per cent. from a special fund is allowed on local remittances, which is equivalent to supplying them at half price. Application for them is made by the local School Authorities, according to the forms of application sent herewith. (See also page 147 of the School Manual). There are no Grants made by the Government for the Building, or repairs, of School Houses, or by the Legislature; the whole of such expenses are borne by the local School Authorities.

2. All appointment of Masters and Mistresses are made by the local School Trustees of each School; but the Teachers must be certificated from the central Normal School, or by the Examiners appointed for each County. (See pages 92-95 of Manual).

3. Inspectors, or Local Superintendents, are appointed by the County Municipal Councils. The present Law does not specifically provide for their qualifications, but an amendment, in this respect, is in contemplation. Their powers are specified in the Manual, on pages 82-91. The Chief Superintendent can appoint a special Inspector on any emergency.

4. A Normal School is established in Toronto, under the control of the Chief Superintendent and the Council of Public Instruction, the terms of admission to which will be found on pages 150-159 of the Manual.

5. The Official Regulations providing facilities for affording Religious Instruction in the Grammar and Common Schools of this Province have given general satisfaction; they will be found on pages 129, 130 of the Manual.

6. Reports for the years 1865 and 1866,—the last published,—together with a copy of our Grammar and Common School Law and Regulations, are also sent herewith.

TORONTO, May 6th, 1868. J. GEORGE HODGINS, Deputy Superintendent.

The following information bearing upon the subject of the inquiry is appended:—

I. SUNDAY SCHOOLS IN ONTARIO AND QUEBEC, 1867, 1868.

	Schools.	Teachers.	Scholars.
Wesleyan Methodists	810	7,336	51,221
Church of England	430	3,650	32,500
Canada (Free) Presbyterian	325	2,600	24,830
Episcopal Methodist	250	2,079	11,390
Regular Baptists	200	1,500	10,000
New Connexion Methodist	143	990	6,806
Primitive Methodist	122	1,043	7,009
Bible Christian	101	836	5,032
Presbyterian (Church of Scotland)	98	981	8,398
Free Presbyterian	117	960	6,510
Congregational	72	550	4,200
Lutheran	41	221	2,056
Union Schools (estimated)	500	4,000	25,000

II. PARLIAMENTARY EXPENDITURE IN QUEBEC AND ONTARIO FOR EDUCATION.

Name of Item.	Province of Quebec.	Province of Ontario.
Common and Separate Schools	$174,000	$170,000
Normal Schools	62,590	17,000
Schools in New Townships	4,000	2,000
Grammar Schools	.....	55,000
Colleges and Universities	68,000*	31,000*
Medical Schools	1,500	2,250
Agricultural Normal School Education	12,000‡	.....
Agricultural Schools	2,400	.....
Common School Inspectors	29,700¶	.....
Grammar School Inspectors	.....	2,000
Superannuated Teachers	2,600	4,200
Journal of Education, (in English)	1,800	1,800
Journal of Education (in French)	1,800	.....
Books for Prizes in Public Schools	3,000	.....
Library Books, Maps, Apparatus, and Prize Books, for Public Schools	.....	32,000
Departmental Library	1,200	.....
Departmental Library Museum	.....	2,800

* Including expenditure to the the minor colleges equivalent in many cases to the Grammar Schools of Ontario.
† Not including the expenditure of the Senate of the University of Toronto of the University Endowment.
‡ The grant to Agricultural Societies, in the Province of Quebec, is $80,058; in Ontario, $64,450.
¶ In Ontario this charge is borne by the various County Councils.

CHAPTER XXXVIII.

EDUCATIONAL PROCEEDINGS OF THE HOUSE OF ASSEMBLY FROM NOVEMBER THE 3RD, 1868, UNTIL THE 23RD OF JANUARY, 1869.

On the 3rd of November, the Lieutenant-Governor opened the Second Session of the First Parliament of Ontario with the usual Speech from the Throne, in which he made no reference to the subject of Education.

November 10th, 1868. Petition received and read, of the Town Council of Dundas, praying that the Upper Canada College Endowment may be withdrawn, and returned to the Grammar School Fund.

November 11th, 1868. Petitions were received and read:—Of the Trustees of the Union Grammar and Common School of the City of Hamilton; also, of Mr. James B. Grafton and others, of the Town of Dundas, severally praying for the withdrawal of the Upper Canada College Endowment. Of Dean Hellmuth and others, of the City of London, for an Act to incorporate the "Hellmuth Ladies' School." Of the Trustees of the Mount Pleasant Grammar School, County of Brant, respecting Education.

November 12th, 1868. Petitions read and received:—Of the Trustees of the Peterborough Grammar School; also, of the Trustees of the Clinton Grammar School; also, of the Trustees of the Manilla Grammar School, severally praying for changes in the Law respecting Education. Of Mr. J. Holgate and others, of the City of Hamilton, praying for the withdrawal of the Upper Canada College Endowment.

Mr. Rykert, from the Committee on Standing Orders, reported favourably on the Petition of Dean Hellmuth, praying for an Act to incorporate "The Hellmuth Ladies' College," that it does not require notice.

November 13th, 1868. Petitions received and read:—Of Mr. J. McNeeley and others, of the County of Victoria, praying for the withdrawal of the Upper Canada College Endowment. Of the Trustees of the Grammar School of the County of Carleton, praying for changes in the Law respecting Education.

November 16th, 1868. Petitions received and read:—Of the Trustees of the Grammar and Common School at Smith's Falls, praying for a change in the Law respecting Education. Of the Trustees of the Newmarket Grammar School; also of the Trustees of the Ottawa Grammar School, severally praying for the withdrawal of the Upper Canada College Endowment. Of the Board of School Trustees of the City of Toronto, praying for certain amendments to the Common School Act, so far as regards the election of School Trustees in Cities.

On motion of Honourable Attorney General Macdonald, a Select Committee was appointed to examine into the working of the Common and Grammar School System of Ontario, together with the Department of Public Instruction; with power to send for Persons and Papers, and to report thereon, composed as follows:—Honourable Mr. Cameron, Messieurs Craig, (Russell), Boyd, Blake, Crosby, Cumberland, Ferguson, Ferrier, Greeley, Lauder, Monteith, McDougall, McGill, McMurrich, Pardee, Beatty, Rykert, Scott, (Ottawa), Sinclair, Tett, and Williams, (Durham).

On Motion of Honourable Attorney General Macdonald, all the Petitions presented to this House respecting Upper Canada College, were referred to the Select Committee appointed to examine into the working of the Common and Grammar School System of Ontario, and into the Department of Public Instruction, and that Messieurs Christie and Shaw be added to the said Committee.

November 17th, 1868. Petitions received and read:—Of the Trustees of Metcalfe Grammar School, praying for changes in the Law respecting Education. Of the Board of Grammar School Trustees of the Village of Cayuga, respecting Grammar Schools.

The following Bill was introduced by Mr. Hays, intituled:—"An Act to amend the Acts in relation to Grammar Schools;" ordered for the Second Reading on Thursday.

As this Bill did not become law, I insert a copy of it as follows:—

BILL. AN ACT FOR THE AMENDMENT OF THE ACTS RELATING TO GRAMMAR SCHOOLS.

Her Majesty, by and with the advice and consent of the Legislative Assembly, enacts as follows:—

Sec. 12, ch. 63, Con. Stat. U.C. repealed.

1. Section Twelve of Chapter Sixty-three of the Consolidated Statutes of Upper Canada is hereby repealed, and the following is substituted in lieu thereof:—

Certain branches of training to be taught in Grammar Schools.

2. In each Grammar School provision shall be made for giving, by a Teacher, or Teachers, of competent ability and good morals, instruction in all the higher branches of a practical English and Commercial education, including the Natural Sciences, and such instruction shall be deemed the primary function of the School. Provision shall also be made for giving to such Pupils as may desire it, instruction in Latin, Greek and modern Languages, and Mathematics, so far as to prepare Students for University College, or any College affiliated to the University of Toronto, or for the entrance examination required by any Faculty of Law, Medicine, Divinity, or Civil Engineering in Ontario. The instruction hereinbefore mentioned shall be given according to a Programme of Studies, and general Rules and Regulations to be hereafter prescribed by the Council of Public Instruction, and approved by the Lieutenant-Governor-in-Council, and no Grammar School shall be entitled to receive any part of the Grammar School Fund which is not conducted according to such Programme, Rules and Regulations, after the same have been so prescribed and sanctioned, but no Regulation shall be made prescribing the number of Pupils to be required for a School, or for pursuing any special branch of study; nor shall any difficult qualifications be required for the admission of classical and non-classical Students. And no School shall be deprived of its due apportionment of the Grammar School Fund for any irregularity, except by order of the Lieutenant-Governor-in-Council, made after due notice to the Board of Trustees of such School, and reasonable opportunity given for amending such alleged irregularity.

May include Latin, Greek, etc.

According to programme.

Otherwise school not entitled to participate in Grammar School Fund, etc.

Not to prescribe number of pupils in special branches.

Loss of share in School Fund.

Programme of Council of Public Instruction to be printed, etc.

2. The Programme, Rules and Regulations proposed by the Council of Public Instruction shall be printed and laid on the Table of the Legislative Assembly during a Session thereof, and a copy shall be sent to each Board of Grammar School Trustees; and such Programme, Rules and Regulations shall not be sanctioned by the Lieutenant-Governor-in-Council until at least one month after the commencement of the then next ensuing Session. And until the same are so sanctioned, each Head Master of a Grammar School may, with the approval of the Board of Trustees, prescribe a Course of Studies for such School, in accordance with the provisions of this Act.

Not to be sanctioned before one month, etc.

Trustees to make regulations for proper management, etc.

3. The word "Pupils," in all Acts relating to Grammar Schools, shall be deemed to include both sexes, and it shall be the duty of the Board of Trustees of each School to make suitable Regulations for the proper management of the School in this behalf. The Apportionment of the Grammar School Fund shall be made upon the basis of the average attendance of all duly admitted Pupils without distinction.

November 18th, 1868. Petitions read and received:—Of the Trustees of the Wardsville Grammar School, praying for changes in the Law respecting Education. Of the Trustees of the Wardsville Grammar School; also of the Village Council of Wardsville; also of the Trustees of the Brantford Grammar School; also of the Board of the Union School Trustees of Dundas, severally praying for the disendowment of the Upper Canada

College. Of the Middlesex and Elgin Association of Regular Baptists, praying against the Legislature making Collegiate Grants.

November 19th, 1868. Petitions received and read:—Of Mr. James Hillary and others, of the Village of Uxbridge; also of the Trustees of the Ingersoll Grammar School, severally praying for the disendowment of the Upper Canada College. Of the Trustees of the Oakwood Grammar School, praying for changes in the Law respecting Education.

The Honourable M. C. Cameron presented:—Special Report of the Chief Superintendent of Education, on Institutions for the Deaf, Dumb and Blind, in Europe and the United States of America, with Appendices and suggestions for their establishment in the Province.*

The following Bills were severally read the second time, and referred to the Committee on Common and Grammar Schools:—

Bill To amend the Act for the further improvement of Grammar Schools in Upper Canada (now Ontario).

Bill to amend the Acts in relation to Grammar Schools.

November 20th, 1868. Petition received and read:—Of the Trustees of the Arnprior Grammar School, praying for the disendowment of the Upper Canada College

November 23rd, 1868. Petitions received and read:—Of the Union School Board of St. Thomas, respecting Grammar Schools. Of the Board of Grammar School Trustees of the Village of Brighton; also of the Village Council of Kemptville, severally praying for the disendowment of the Upper Canada College.

November 24th, 1868. Petitions received and read:—Of the Trustees of the Oshawa Grammar School; also of the Village Council of Oshawa; also of the County Council of Stormont, Dundas and Glengarry; also of the Farmersville Grammar School, severally praying for changes in the Law respecting Education.

November 25th, 1868. Petitions received and read:—Of the Osborne Grammar School; also of Mr. James Henderson and others, of the City of Hamilton; also, of the Trustees of the Bath Grammar School, respecting Education. Of the Trustees of the Metcalfe Grammar School; also of the Trustees of the Waterdown Grammar School; also of the Trustees of the Renfrew Grammar School, severally praying for the disendowment of the Upper Canada College. Of Mr. Robert Roy and others, of the City of Hamilton, praying that no further aid be granted to Denominational Colleges.

On the Order being called to consider the Notice of Motion of Mr. Clarke, That it be,—

Resolved. 1. That, in the opinion of this House, it is expedient and necessary for the promotion of Science, Literature and Art, that the Collegiate Institutions of Ontario should continue to receive substantial aid and support from the Treasury of the Province.

Resolved. 2. That an humble Address be presented to His Excellency the Lieutenant Governor, praying that he may be graciously pleased to give effect to the foregoing Resolution.

The Honourable John McMurrich introduced a Bill intituled:—An Act to amend the Act respecting Common Schools. It was ordered for the Second Reading on Friday.†

November 26th, 1868. Petitions received and read:—Of the Trustees of the Grammar School of the Village of Smith's Falls; also, of Mr. James Nesbit and others, of the Village of Brighton, severally praying for the disendowment of the Upper Canada College. Of the Reverend R. A. Fyfe and others, of the Town of Woodstock, praying that aid be not granted to Denominational Colleges. Of the Huron College, praying for an Act to amend the Act to Incorporate that College.

November 27th, 1868. Petitions received and read:—Of Mr. W. N. Hassie and others, of the Town of Brampton; also, of Mr. Alexander McGregor and others, of the Town of Brockville; also, of Mr. Samuel T. Gibbs and others of the Town of Whitby,

* This Report is published in a separate Chapter of this Volume.

† The Bill having been originally general in its object was changed so as to apply solely to the City of Toronto. The City Board of Toronto had petitioned the Assembly on the 16th of November to pass such a Bill.

severally praying that no further aid be granted to Denominational Colleges. Of the Trustees of the Union School Board of the Town of Paris, praying for the disendowment of Upper Canada College. Of the Trustees of the Grammar School of Markham, praying for changes in the Law respecting Schools.

November 30th, 1868. Petitions received and read:—Of Mr. A. T. McCord and others, of the City of Toronto, severally praying that no further aid be granted to Denominational Colleges. Of the Trustees of the Fergus County Grammar School, praying for an investigation of the appropriation of Grammar School Funds by Upper Canada College. Of Mr. John Hamilton and others, of the City of Kingston, praying for the disendowment of Upper Canada College.

The Bill to amend the Act respecting Common Schools in Upper Canada was referred to the Select Committee on Grammar and Common Schools.

December 1st, 1868. Petitions received and read:—Of Mr. Thomas Sinclair and others, of the County of Huron; also of Mr. John Beckett and others, of the Village of Thamesville; also of the Town Council of Ingersoll; also of the Trustees of the Ingersoll Grammar School; also of Mr. John Straith and others, of the Town of Ingersoll; also of Mr. William Clarke and others, of the County of York; also of the Reverend A. F. Kemp and others, of the Town of Windsor; also of Mr. William Lang and others, of the County of Peterborough; also of Mr. James Hastie and others, of the County of Huron; also of Mr. J. H. Burns and others, of the County of Grey; also of Mr. William Holmes and others, of the County of Oxford; also, of Mr. Henry J. Throp and others, of the Town of Picton; also of Mr. John Cameron and others, of the County of Grey; also of Mr. Charles Whitlaw and others, of the Town of Paris; also of Mr. J. Miller and others, of the County of Brant; also of Mr. D. McPherson and others, of the County of Brant; also of the Grand River Association of Baptist Churches; severally praying that no further aid be granted to Denominational Colleges.

Mr. Tett, (for Mr. Lyon), introduced a Bill intituled:—"An Act to amend an Act to enable Municipal Corporations in Upper Canada to invest their surplus Clergy Reserve money for Educational purposes in certain Securities, and to legalize such Investments already made, and for other purposes;" ordered for the Second Reading on Thursday.

December 2nd, 1868. Petitions received and read:—Of the Reverend Thomas Scott and others, of the County of Prescott; also of Mr. A. McLean and others, of the County of Prescott; also of Mr. C. Johnston and others, of the Town of L'Orignal; also of the L'Orignal Grammar School Trustees, severally praying for the disendowment of the Upper Canada College. Also of W. A. Stephens and others, of the Town of Owen Sound; also of Mr. Alexander Moffatt and others, of the Town of Pembroke; also of Mr. R. B. Smith and others, of the Township of Bayham; also of Mr. William Craig and others, of the Town of Port Hope; also of Mr. Adam Cleghorn and others, of the Village of Windham; also of Mr. James Griffith and others, of the Village of Welland; also of the Reverend Joseph Wheeler and others, of the Township of Albion; also of Doctor J. J. Holt and others, of the Town of Ingersoll; also of Mr. John Arnold and others, of the Village of Mount Brydges; also of the Reverend J. S. Lauder and others, of the City of Toronto; severally praying that no further aid be granted to Denominational Colleges.

Mr. Clarke moved, that it be,—

Resolved, That, in the opinion of this House, it is necessary and expedient in the interests of Collegiate Education, that some comprehensive scheme be devised and adopted for giving effect to the objects, and for extending the operation of the University Act of 1853, 16th Victoria, Chapter 89, in the establishment of a Provincial University, and the affiliation of Colleges to be supported in connection therewith.

And debate arising, Mr. J. C. Rykert moved in amendment, that all the words after "That" in the original Resolution be struck out, and the following be inserted in lieu thereof:—"While the House recognizes the importance of Educational Interests, it is still of the opinion, as expressed by the Act of last Session, that no College, or

Educational Institution, under the control of any Religious Denomination, should receive aid from the Public Treasury."

An objection being taken by Mr. Clarke, that the amendment contained matter irrelevant to the original motion, and could not, therefore, be properly received. Mr. Speaker decided as follows:—

The amendment is, I think, in order, and ought to be received.

Mr. Blake moved an amendment to the proposed amendment, That all the words in the amendment after "Thereof" be left out, and the following words be added:—"This House, while firmly adhering to the view that Denominational Colleges should not be supported by State aid, is prepared to give its best consideration to any scheme which may be laid before it, for improvement of superior Education, and for the establishment and maintenance, through the Provincial University, of a uniform and elevated standard of graduation."

And the Amendment to the proposed amendment having been put, was carried on the following division:—Yeas, 58; Nays, 12.

The original motion, as amended, having been then put, was carried on the following division:—Yeas, 66; Nays, 4.*

December 3rd, 1868. Petitions received and read:—Severally praying that no further aid be granted to Denominational Colleges.

The following Bills were severally introduced, and referred to the Committee on Private Bills:—

The Honourable John Carling introduced a Bill intituled:—"An Act to amend the Act intituled 'An Act to Incorporate Huron College, (26th Victoria, Chapter 31.')

The Honourable John Carling introduced a Bill intituled:—"An Act to Incorporate the Hellmuth Ladies' College."

The Honourable M. C. Cameron presented:—Return to an Address of the Legislative Assembly to His Excellency the Lieutenant Governor, praying for a Return of the Principal and Interest due on Crown, Clergy, Grammar, and Common School Lands respectively; the Principal and Interest to be given in separate columns.

December 4th, 1868. Petitions received and read:—Severally praying that no further aid be granted to Denominational Colleges. Of the Reverend Doctor T. B. Fuller and others, of the City of Toronto, praying for amendments to the School Law.

December 7th, 1868. Petitions received and read:—Severally praying that no further aid be granted to Denominational Colleges.

The Honourable M. C. Cameron introduced a Bill intituled:—"An Act to amend the Common Schools Acts of Upper Canada." It was ordered for a Second Reading on Wednesday.

The following Bill was read a Second time:—An Act to enable Municipal Corporations in Upper Canada to invest their surplus Clergy Reserve money for Educational purposes in certain Securities, and to legalize such investments already made, and for other purposes. The Bill was referred to the Select Committee on Municipal Laws.

December 8th, 1868. Petitions received and read:—Severally praying that no further aid be granted to Denominational Colleges. Of the Trustees of the Peterborough Grammar School, praying for the disendowment of the Upper Canada College.

The Honourable E. B. Wood introduced a Bill intituled:—An Act for providing for Industrial Schools. The Second Reading was ordered for Thursday.

December 9th, 1868. Petitions received and read:—Severally praying that no further aid be granted to Denominational Colleges. Of Mr. James Stratton and others, of the Town of Peterborough; also of the Trustees of the Cornwall Grammar School, severally praying for the disendowment of the Upper Canada College.

December 10th, 1868. Petitions received and read:—Severally praying that no further aid be granted to Denominational Colleges. Of the Trustees of the Lindsay

* A protracted debate having arisen on Mr. Clark's motion and the two amendments to it the speeches were specially reported. In a condensed form they are reprinted in a separate Chapter of this Volume.

Grammar School, praying for the disendowment of the Upper Canada College. Of the same, praying for changes in the Law respecting Schools.

December 11th, 1868. Petitions received and read:—Severally praying that no further aid be granted to Denominational Colleges. Of the Trustees of the Owen Sound Grammar School, praying for the disendowment of Upper Canada College.

December 12th, 1868. Petitions received and read:—Severally praying that no further aid be granted to Denominational Colleges.

December 14th, 1868. Petitions received and read:—Of Mr. Hector McCummon and others, of the Township of Mariposa; also of the Reverend M. Cioll and others, of the Township of Chinguacousy; also of Mr. Jacob Smith, and others, of the Township of Howard, severally praying that no further aid be granted to Denominational Colleges.

The Honourable Attorney General Macdonald, from the Committee on Private Bills, reported Bill, To incorporate the Hellmuth Ladies' College, (with amendments).

Petitions received and read:—Of Mr. George Ernest and others, of the Township of West Zorra; also of the Reverend A. McLennan and others, of the County of Bruce; also of Mr. Joseph Gould and others, of the Village of Uxbridge; also of Mr. Joseph E. Gould and others, of the same; also of Mr. S. Waddell and others, of the Township of East Tilbury, praying that no further aid be granted to Denominational Colleges.

December 16th, 1868. Petitions received and read:—Severally praying that no further aid be granted to Denominational Colleges. Of the Trustees of the Owen Sound Grammar School; also of the Trustees of the Kincardine Grammar School, severally praying for changes in the Law respecting Schools. Of Mr. Humphrey Hughes and others of the Township of Alfred; also, of the Trustees of the Perth Grammar School, severally praying for the disendowment of the Upper Canada College.

December 17th, 1868. Petitions received and read:—Of the County Council of Northumberland and Durham, praying for amendments to the Law respecting Education. Of Mr. J. T. Dowling and others, of the Township of Haldimand; also of Mr. James Ferguson and others, of the Township of Oro; also of Mr. J. C. Sanderson and others, of the Township of Oro; also of Mr. Alexander Campbell and others, of the Township of Oro; also of the Reverend William Lacey and others, of the Township of Cramahe, severally praying that no further aid be granted to Denominational Colleges.

Mr. Greely, from the Committee on Printing, recommended, that 4,000 copies of the Common School Bill; also 2,000 copies of the Grammar School Bill, be printed for distribution. It was,—

Ordered, That they be printed accordingly.

December 18th, 1868. Petitions received and read:—Of Mr. M. Campbell and others, of the Township of Lucknow; also of Mr. William A. Wallis and others, of the Village of Clairville; also of Mr. Jacob Schwoob and others, of Monck, severally praying that no further aid be granted to Denominational Colleges. Of the Trustees of the Napanee Grammar School, praying for changes in the Law respecting Grammar Schools.

The Honourable M. C. Cameron, from the Committee on the Grammar and Common School System, together with the Department of Public Instruction of Ontario, reported Bill, To amend the Act respecting Common Schools, (with amendments), making it apply to the City of Toronto.

Also, that the Committee have obtained Returns from the Principal, the Registrar, and the Boarding House Superintendent, respectively, of Upper Canada College, and recommend that the same be printed. It was,—

Ordered, That they be printed accordingly.

The Honourable M. C. Cameron introduced a Bill intituled:—"An Act to amend the Law respecting Grammar Schools." It was,—

Ordered for the Second reading to-morrow.

December 19th, 1868. The following Bills were read the Second time:—To amend the Act intituled:—"An Act to incorporate Huron College, (27th Victoria, Chapter 31).

Bill to incorporate the Hellmuth Ladies' College.

January 6th, 1869. Petitions received and read:—Of the Board of Public Instruction of the County of Wellington, respecting Education. Of the County Council of Elgin; also of Mr. James Dunlop, and others, of the Township of Plympton, severally praying that no further aid be granted to Denominational Colleges.

January 7th, 1869. Petition received and read:—Of Mr. David Reekie ond others, of the Township of Georgina, praying that no further aid be granted to Denominational Colleges.

January 8th, 1869. On motion of Mr. Blake, an humble Address was voted to His Excellency the Lieutenant Governor, praying for copies of the following papers:—

1. The Memorandum referred to in the Letter from the Chief Superintendent of Education to the Provincial Secretary of Canada, dated April 17th, 1861.

2. The Accounts, including the extra payments made to Messieurs Hodgins, Marling and Taylor in 1863, sent by the Chief Superintendent to the Government, or to the Audit Office, and the explanations accompanying those Accounts.

3. The Accounts, including the various extra payments made to the various Employés of the Education Department, sent to the Government, or to the Audit Office, for each year since 1863, with any explanation which accompanied such Accounts.

4. Any Communications made to the Government, or to the Auditor by the Chief Superintendent, or to the Chief Superintendent, by the Government, or to the Auditor since the year 1862, on the subject of the expenditure of the Education Department.

5. The Acounts sent to the Government, or to the Audit Office, of the expenditure of the Normal and Model Schools, for each year, since 1863.

6. Copies of any of the above Documents to be found in the Education Department.

January 9th, 1869. Petitions received and read:—Of Mr. Thomas Coleman and others, of the Township of Enniskillen, praying against the tenth Clause of the proposed Common School Act. Of Mr. J. M. Burns and others, of the Township of Warwick; also of Mr. Stephen C. Millard and others, of the Village of Houghton, severally praying that no further aid be granted to Denominaticnal Colleges.

January 11th, 1869. Petitions received and read:—Of Mr. George Munns and others, of the County of Simcoe; also of Mr. Arthur Covell, of the Township of South Elmsley, severally praying for amendments to the School Act.

January 12th, 1869. The following Resolutions adopted in Committee of Supply, were reported and, having been read the Second time, were concurred in:—

Resolved, That there be granted to Her Majesty to defray the expenses of the several Services named, the following amounts:—

	$ cts.
School of Medicine, Kingston	750 00
School of Medicine, Toronto	750 00
For Common and Separate Schools	170,000 00
For Poor Schools	4,000 00
For Normal and Model Schools	13,000 00
For Grammar Schools	57,500 00
For Libraries, Apparatus and Prizes	36,000 00
For Superannuated Teachers	6,500 00
For Museum and Library	3,500 00
For *Journal of Education*	1,800 00

The Resolution was concurred in.

January 13th, 1869.

For Grammar School Inspection		$2,000 00
County Common School Superintendents, part salaries		13,500 00
Salary of the Superintendent of Education	$4,000 00	
Salary of the Deputy Superintendent of Education	2,200 00	
Salary of the Senior Clerk and Accountant	1,200 00	
Salary of the Corresponding Clerk	900 00	
Salary of the Statistical Clerk	1,000 00	
Salary of an Assistant Clerk	500 00	
Salary of an Assistant Clerk	500 00	
Salary of the Messenger	365 00	
		$10,665 00
Contingencies:—On motion of Honourable E. B. Wood, Provincial Treasurer, the amount for the above service was reduced from $4,035.00 to		$2,828 00

The Resolutions, as amended, was concurred in.

January 13th, 1869. The following Bills were severally considered in the Committee of the Whole; reported, and report adopted:—

The Bill, To amend the Act intituled:—"An Act to incorporate Huron College, (27 Victoria, Chapter 31), (without amendment).

The Bill to incorporate the Hellmuth Ladies' College, (without amendment). It was,—

Ordered, That the said Bills be read the Third time to-morrow.

January 14th, 1869. The following Bills were severally read the third time, and passed:—

Bill, to amend the Act intituled:—"An Act to incorporate Huron College, (27th Victoria, Chapter 31).

Bill, to incorporate the Hellmuth Ladies' College.

January 15th, 1869. The following Petitions were read:—Of Mr. Jonas Steel and others, of the County of Monck; also of Mr. William Robertson and others, of the Village of Plattsville; also of Mr. A. Young and others, of the Town of Sarnia; also of Mr. R. S. Chalmers and others, of the same; also of Mr. G. A. Carman and others, of the same; also of Mr. Alexander Fartinger and others, of the Village of Morrisburg, severally praying that no further aid be granted to Denominational Colleges. Of the County Council of Lennox and Addington, respecting the School Law. Of the Board of Public Instruction of the County of Bruce, praying that the School Bill may stand over until next Session. Of the School Teachers' Association of Ontario, praying for amendments to the School Bill now before the House.

January 16th, 1869. Petitions received and read:—Of the Board of School Trustees of the Town of Woodstock, severally praying for amendments to the School Bills.

The following Bill from the Select Committee on Education was considered in Committee of the Whole, reported, and the report adopted:—

Bill, to amend the Act respecting Common Schools in Upper Canada, (without amendment).

January 18th, 1869. The Order of the Day having been called for the Third reading of Bill, to amend the Act respecting Common Schools in Upper Canada.

The Honourable M. C. Cameron moved in amendment,—That the said Bill be not now read the Third time, but that it be re-committed to the Committee of the Whole for amendment, by adding thereto the following:—

"That the following proviso be added to Section One of Chapter Sixty-five of the Consolidated Statutes of Upper Canada, and be taken and read as part thereof; Provided always, that no person shall be deemed a supporter of any Separate School for

Coloured People unless he resides within three miles in a direct line of the Site of the School House for such Separate School, and every Coloured Child residing further than three miles in a direct line from the Separate School House shall be allowed to attend the Common School of the Section within the limit of which he shall reside." And the Amendment having been put, was carried.

The House then went into Committee of the Whole and amended the Bill accordingly. The Bill was reported as amended, and report adopted.

Ordered, That the Bill be read the Third time forthwith.

The Bill was then read the Third time, and passed.

January 20th, 1869. The Honurable M. C. Cameron presented:—Return to an Address of the Legislative Assembly, dated 8th January, 1869, to His Excellency the Lieutenant-Governor, praying for copies of the following papers:—

1. The Memorandum referred to in the Letter from the Chief Superintendent of Education to the Provincial Secretary of Canada, dated April 17th, 1861.

2. The Accounts, including the extra payments made to Messieurs Hodgins, Marling and Taylor in 1863, sent by the Chief Superintendent to the Government, or to the Audit Office, and the explanations accompanying those Accounts.

3. The Accounts, including the various extra payments made to the various Employés of the Education Department, sent to the Government, or to the Audit Office, for each year since 1863, with any explanations which accompanied such Accounts.

4. Any Communication, made to the Government or to the Auditor, by the Chief Superintendent, or to the Chief Superintendent, by the Government, or to the Auditor, since the year 1862, on the subject of the expenditure of the Education Department.

5. The Accounts sent to the Government, or to the Audit Office, of the expenditure of the Normal and Model Schools, for each year, since 1863.

6. Copies of any of the above Documents to be found in the Education Department.

January 21st, 1869. Petitions received and read:—Of the Board of Grammar School Trustees of St. Catharines, praying for an increased number of Trustees. Of Mr. William Hastings and others, of the Township of Wellesley; also of Mr. J. W. Colvin and others, of Port Welland; severally praying that no further aid be granted to Denominational Colleges.

January 22nd, 1869. Petitions received and read:—Of Mr. Peter Graham and others, of the Township of Warwick, praying that the proposed amendments to the School Act may not pass.

The Honourable M. C. Cameron, from the Select Committee on the Common and Grammar School System of Ontario, together with the Department of Public Instruction, presented their First Report; also the Report of the Sub-Committee appointed to examine into the Education Department. It was,—

Ordered, That the Report be printed.

Mr. Greely, from the Committee on Printing, presented a Report recommending that the following Paper be printed:—Report of the Chancellor and Senate of the University of Toronto.

That the cost of Printing of the Meteorological Maps in the Report of the Chief Superintendent of Education, being six hundred and twenty-five dollars, ($625), be paid. It was,—

Ordered, That the above Account be paid.

January 23rd, 1869. His Excellency the Lieutenant-Governor entered the House, and, being seated on the Throne, was pleased, in Her Majesty's name, to assent to the following Bills:—

An Act to amend the Act, 26th Victoria, Chapter 31, intituled:—"An Act to incorporate Huron College."

An Act to incorporate the Hellmuth Ladies' College.

An Act to amend the Act respecting Common Schools in Upper Canada [as applied to the City of Toronto].

CHAPTER XXXIX.

EDUCATIONAL ACTS PASSED BY THE LEGISLATURE OF ONTARIO, 1869.

32 VICTORIA, CHAPTER XLIV.

AN ACT TO AMEND THE ACT RESPECTING COMMON SCHOOLS IN UPPER CANADA.

Received the Royal Assent on the 23rd of January, 1869.

Preamble.

WHEREAS the Board of School Trustees for the City of Toronto have, by their Petition, applied for certain amendments to the Common School Act, so far as regards the election of School Trustees in the City of Toronto, and it is expedient to grant their prayer; Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Annual Meeting for election of Trustees.

1. The Annual Meeting for the election of School Trustees, as hereinafter provided, shall be held in the City of Toronto, on the second Wednesday in January in each year, commencing at the hour of nine o'clock in the Morning, and shall continue open until five of the clock in the afternoon, and no longer.

Nomination meeting on last Wednesday in December.

2. A Meeting of the Electors for the nomination of Candidates for the offices of School Trustees shall take place at noon, on the last Wednesday in December, annually, or on the day following, should the same be a Holiday, in each Ward, or electoral division thereof, at such places therein as shall, from time to time, be fixed by the Board of School Trustees respectively.

Notice thereof.

2. The Returning Officer for each Ward, or electoral Division, in Cities and Towns, or, in his absence, the Chairman to be chosen by the Meeting, shall preside; and the Secretary of the Board of School Trustees in each City and Town shall give at least six days' notice of such Meeting.

When no more Candidates than Office.

3. If only the necessary number of Canadidates be proposed and seconded, the Returning Officer, or Chairman, shall, after the lapse of one hour, declare such Candidates duly elected.

When more proposed and poll demanded.

4. If more than the necessary number of Candidates be proposed, and a poll is demanded by any Candidate, or Elector, the Returning Officer, or Chairman, shall adjourn the proceedings until the Second Wednesday in January, when a poll shall be opened in each Ward for the election, at nine of the clock in the Morning, and shall continue open until five of the clock in the afternoon, and no longer.

Voters' lists.

3. The Clerk of the Town shall, not later than the Monday preceding the day of election, deliver to the Secretary of the Board of School Trustees a list of the names, alphabetically arranged, of all the Freeholders and Householders rated upon the then last revised Assessment Roll; and not Supporters of Separate Schools, for each Ward, and shall attest the said list by his solemn declaration.

Poll Book and how kept.

4. The Secretary of the Board of School Trustees shall provide the Returning Officer of every Ward, or electoral Division, with the said list and a Poll Book; and, at every election, at which a poll is demanded, the Returning Officer, or his sworn Poll Clerk, shall enter into such Book in separate Columns the names of the Candidates proposed and seconded at the nomination, and shall, opposite to such Column, write the names of the Electors offering to vote at the election, and shall, in each Column, on which

is entered the name of a Candidate voted for by a Voter, set the figure "I" opposite the Voter's name, with the Residence of the Voter.

Returning Officer to administer oaths, etcetera.

5. The Returning Officer, or Chairman, may administer all oaths, or affirmations, necessary at the Election.

Challenging voters.

6. In case an objection be made to the right of any Person to vote at any election in any City, Town, or Village, or upon any other subject connected with School purposes therein, the Returning Officer presiding at the election shall require the Person whose right of voting is objected to, to the following declaration, or affirmation: "I, A.B., do declare and affirm that I have been rated on the Assessment Roll of this Ward, (or Electoral Division in Towns,) as a Freeholder, (or Householder, as the case may be); that I am the Person whose name appears on the Assessment Roll; and that I am the full age of twenty-one years, and not a Supporter of Separate Schools;" whereupon the Person making such declaration shall be permitted to vote.

When returning Officer to have casting vote.

7. In case of two, or more, Candidates having an equal number of Votes, the Returning Officer, whether otherwise qualified, or not, shall give a vote for one of such Candidates, so as to decide the election; and, except in such case, no Returning Officer shall vote at any election, held by him.

Poll Book to be returned to Clerk.

2. The Returning Officer shall, on the day after the close of the Election, return the Poll Book to the Secretary of the Board of School Trustees, and also his solmen declaration thereto annexed, that the Poll Book contains a true statement of the Poll and his Certificate of the Person, (naming him,) who had been duly elected.

Proceedings at contested elections.

8. The Judge of the County Court shall, within twenty Days after the election of a Common School Trustee in Cities and Towns and Villages receive and investigate, and in a summary manner, upon complaint lodged respecting the validity of a mode of conducting the election, hear and determine the same; and may, by order, cause the Assessment Rolls, Collector's Rolls, Poll Books and any other records of the election to be brought before him, and may inquire into the facts on affidavit, or affirmation; or by oral testimony, and cause such Person, or Persons, to appear before him, as he may deem expedient, and confirm the same; or, in case the election complained of be adjudged invalid, the Judge forthwith, by Writ, shall cause the Person so found not to have been duly elected to be removed; and, in case the Judge determines that any other Person was duly elected, the Judge shall forthwith order a Write to issue, causing such other Person to be admitted; and, in case the Judge determines that no other person was duly elected, instead of the Person removed, the Judge shall, by the Writ, cause a new Election to be held, and shall appoint the time and place of holding such Election.

Chapter 65, Section 1, Consolidated Statutes Upper Canada amended.

9. The following proviso shall be added to Section One of Chapter Sixty-five of the Consolidated Statutes of Upper Canada, and be taken and read as part thereof; "Provided always that no Person shall be deemed a Supporter of any Separate School for Coloured People, unless he resides within three miles in a direct line of the Site of the School House for such Separate School; and any Coloured Child residing farther than three miles in a line from the said School House shall be allowed to attend the Common School of the Section, within the limits of which the said Child shall reside."

Inconsistent Acts repealed.

10. All Acts and parts of Acts inconsistent with the provisions of this Act, so far as they shall affect this Act, but not to any greater extent, are hereby repealed.

32 VICTORIA, CHAPTER LII.

AN ACT TO AMEND THE ACT, TWENTY-SIXTH VICTORIA, CHAPTER THIRTY-ONE, ENTITLED: "AN ACT TO INCORPORATE HURON COLLEGE."

Received the Royal Assent on the 23rd of January, 1869.

Preamble.

WHEREAS Huron College have, by their Petition, represented that in the constitution adopted by the College, reference is made to the Endowment, by the Reverend Alfred Peache, of a Chair in the College, to be called the Peache Chair, and which is therein expressed to be thereby accepted upon the conditions in a certain Indenture contained; that, through a misconception of the conditions of the said Endowment, certain provisions at variance therewith, were admitted into the Constitution of the College; that in the Act incorporating the College, passed subsequently to the adoption of the Constitution of the College, reference being had to the Constitution,) it could not thereafter be altered but by Act of Parliament; and that it is desirable that the Constitution of the College should be amended so as to reconcile its terms to those of the said Endowment; and whereas it is expedient to grant the prayer of the Petitioners: Therefore Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

26th Vic. Chap. 31 amended.

I. The Statute Twenty-six Victoria, Chapter Thirty-one, entitled, "An Act to Incorporate Huron College," shall be, and the same is hereby, amended, by adding thereto the following clauses, which shall be taken and read as part and parcel of the said Act:—

Sects. 17 and 20 amended.

II. The Constitution of Huron College is hereby amended as follows: In Section Seventeen of the Constitution, to the parenthesis containing these words, "after the first appointments, which are to be made as provided hereafter," add, "and also subject to the provisions of these presents, and of the said Indenture, bearing even date herewith;" and let Section Twenty read as follows: "the provisions in the recital hereof mentioned proposed to be made by the Reverend Alfred Peache, for the Endowment of a Chair of Divinity, to be called the Peache Chair, is hereby accepted, and the party for the time being filling that Chair, is the Person in these presents designated the "Professor of Divinity."

Sec. 24 amended.

III. From Section Twenty-four of the Constitution strike out the word "also," so that the passage shall stand: "control of a Principal, who shall be the Professor of Divinity;" also strike out the following passage: "Provided always, that if, at any future time, it shall, for any reason, be deemed advisable by the governing Body of the Institution, to sever the Professorship of Divinity, and that of the Peache Chair from the Principalship, it shall be competent for the governing Body to do so."

Sec. 28 amended.

IIII. From Section Twenty-eight strike out the words "also the," so as to leave the commencement of the paragraph to stand "The Principal and Divinity Professor."

32 VICTORIA, CHAPTER LXXV.

AN ACT TO INCORPORATE THE HELLMUTH LADIES COLLEGE.

Received the Royal Assent on the 23rd of January, 1869.

Preamble.

WHEREAS it has been represented to the Legislature of this Province, that the Very Reverend Isaac Hellmuth, D.D., Dean of Huron, Adam Crooks of the City of Toronto, Esquire, and Major Richard John Evans of the City

of London, late of Her Majesty's Sixteenth Regiment of Foot, are engaged in erecting and establishing a School in the vicinity of the City of London, for the education of young ladies; and whereas, the incorporation of the said School would tend greatly to perpetuate and extend its usefulness, and promote the purposes for which it is being established: Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

Incorporation.

I. There shall be, and there is hereby constituted and established, in the vicinity of the City of London, Ontario, a body corporate and politic, under the name of "The Hellmuth Ladies College," which Corporation shall consist of the Very Reverend Isaac Hellmuth, D.D., Adam Crooks and Richard John Evans, with such other and additional persons as, from time to time, may become associated with them, or, by the constitution of the said Corporation, may become Members thereof; and the said Persons shall be the Trustees of the Corporation, and shall have the control, management and government thereof, and shall also have power to make Rules and Regulations not contrary to Law, or the provisions of this Act, for the government and management of the said Corporation, and the affairs and property thereof, as well as the affairs and property relating to the said Trustees in the Execution of their duties; and all Acts and doings of a majority of the said Trustees, shall be of the same force and effect as if all of them had joined in such acts, or doings.

Powers of Corporation.

II. Such Corporation shall have power at all times hereafter to purchase, acquire, hold, possess and enjoy such Lands and Tenements as may be necessary for the actual use and occupation of the said Corporation in the vicinity of London, and the same to sell, alienate and dispose of and others in their stead to purchase, acquire and hold for the use and purpose aforesaid: Provided always, that the annual value of the Real Estate held by it at any one time shall not exceed the sum of Five thousand dollars current money of this Province.

Provision in case of death, etc., of Trustees

III. In case of any vacancy, or vacancies, occurring in the number of the said Trustees by death, resignation, or otherwise, such vacancy, or vacancies, shall and may be filled up in such manner as may be provided in the Rules and Regulation of the said Corporation.

Returns.

IIII. The said Corporation shall at all times, when thereunto required by the Lieutenant Governor, or the Legislature, make a full return of its property, Real, or Personal, and of its Receipts and Expenditure for such period, and with such details and other information as the Lieutenant Governor, or the Legislature, may require.

Extent of liability of Shareholders.

V. Any Proprietor, or Holder of any Share, or interest in the capital of the said corporation, is hereby declared to be free from any individual, or personal, liability beyond the unpaid amount of any Share, or Shares, held by him in respect of the debts, engagements, or obligations of the said Corporation.

APPENDIX TO THE TWENTIETH VOLUME.

WYCLIFFE COLLEGE, TORONTO.

In October, 1877, the work of Wycliffe College, then known as the Protestant Episcopal Divinity School, was begun in a very unassuming way in the School House attached to St. James' Cathedral, where a little band of Students assembled, and about six of the Evangelical Clergy of the City gave valuable and gratuitous services as Instructors, under the able leadership of the late Reverend Doctor J. P. Sheraton, first Principal of the College. In 1879, the College was incorporated. In 1882, a Building was erected upon College Street, to supply the accommodation and appliances, without which the work could not be efficiently carried on. In 1885, the Building was enlarged. In 1890, when further additions to the Building were in contemplation, opportunity was found to dispose of it, and the foundations of the present commodious structure were laid. This was completed in the Autumn of 1891, and the work of the College was transferred to it. In 1902, further extensive additions were made. A new Library and spacious Convocation Hall were erected; the residential section was materially extended; and the Housekeeper's Apartments were built. Considerable improvements have, from time to time, been made throughout the Building, which stands in a beautiful open space on the border of Queen's Park, just north-west of the Provincial Parliament Buildings. It forms the north-east end of the crescent of University structures, which surround the main Building of the University of Toronto.

Built in the form of an L, Wycliffe College contains accommodation, in separate Rooms, for about sixty Students, separate residence at the west end for the Principal, a Chapel, Lecture and Assembly Halls, Dining Room, Missionary Museum and Reading

and Reception Rooms. Besides this, in 1902 a beautiful Convocation Hall was built, and a commodious Library and Housekeeper's Apartments were added.

In 1885, Wycliffe College, by the Statute of the University Senate, confirmed by the Governor-in-Council, was affiliated to the University of Toronto. In 1889, the College was, by Act of the Ontario Legislature, confederated and made a constituent part of the University, and, therefore, the whole resources of the University of Toronto, with its splendid equipment, are fully and easily accessible to all Wycliffe Students.

Wycliffe College, which, during the thirty years of its work, has been the means of sending forth one hundred and fifty-five men trained for the work of the Ministry. It is an integral part of the Educational System of the Church of England in Canada. By Resolution of the Provincial Synod in the year 1899, it was given its place as one of the recognized Theological Colleges of that Church, on an equal basis with those at other centres of Educational and Church life in Canada. Its Graduates are received by all the Bishops as Candidates for Holy Orders. The two Archbishops and many of the Bishops are Visitors of the College. The Course of Study throughout the period of training is so arranged as to lead up to the examinations for the degrees of B.D. and D.D., set by the Board of Examiners of the Provincial Synod, upon which Body Wycliffe College appoints its Representative from year to year.

At present there are seven Instructors employed upon the Teaching Staff of the College and seventy Students in attendance on Lectures. On the lamented death of the Reverend Doctor Sheraton, the Reverend Canon O'Meara was appointed as his Successor.

TORONTO, October, 1907. —*Communicated.*

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